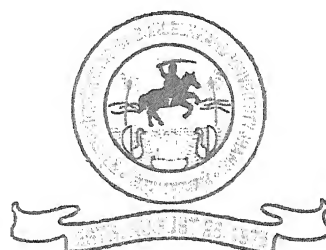


**A STUDY OF JOB SATISFACTION AND
TEACHING EFFECTIVENESS OF SECONDARY
TEACHERS IN RELATION TO THEIR
EMOTIONAL INTELLIGENCE**



A THESIS

Submitted to BUNDELKHAND UNIVERSITY, JHANSI

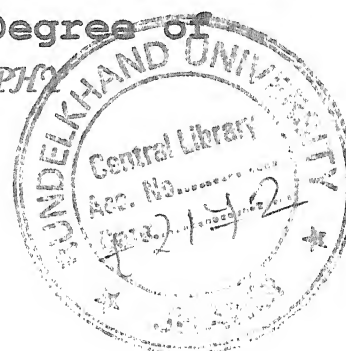
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DOCTOR OF PHILOSOPHY

IN

EDUCATION

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DECLARATION

I, *Shilpi Sharma*, Research Scholar, Institute of Education, Bundelkhand University, Jhansi declare that the thesis entitled "A STUDY OF JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE" is my genuine work and it has not been submitted previously.

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This is to certify that *Mrs. Shilpi Sharma*, Research Scholar, Institute of Education, Bundelkhand University, Jhansi worked under my guidance for the full period required, for the degree of Doctor of Philosophy in Education and that the thesis entitled "A STUDY OF JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE" is the genuine work of the candidate himself and fit for submission.

Date: 05-12-2006

S.K. Sharma
(Dr. S. K. Sharma)

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(*Shilpi Sharma*)

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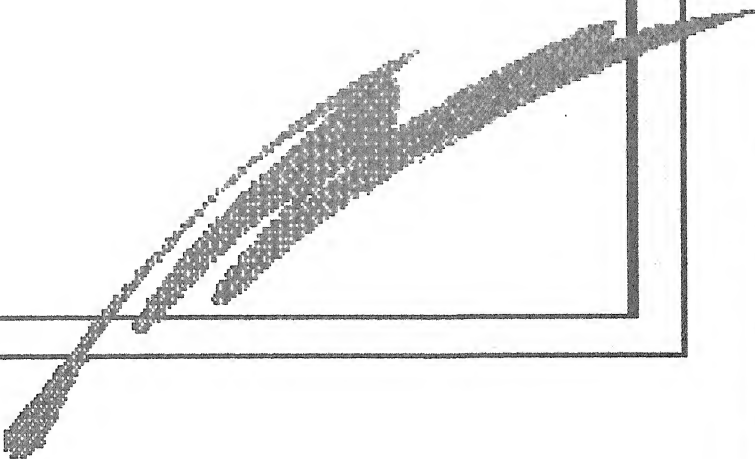
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CHAPTER - I

THE PROBLEM : ITS BACKGROUND



Chapter-1

THE PROBLEM : ITS BACKGROUND

1.1 INTRODUCTION :

Since the dawn of independence, India has been attempting to raise the standard of living of her masses. The success of such efforts along with other factors, depends to a great extent on the quality of man-power, which is turn influenced by the standard of education in ~~the~~ country. The shape of India's future depends on the quality of its education. The special role of education in accelerating the pace of all round development, specially economic, social, technological and industrial development has been recognized in the successive national plans. The standard of education in India, as in any other country, depends above all other things on the quality and competence of teachers. Whatever means are adopted for improving education nothing can be achieved if the concerned teachers do not possess the necessary intellectual and professional abilities. It is truism to say that the teacher is he heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality of its teacher. In fact, the teacher is the most significant feature in the learning environment provided by the institution.

The role of teachers in influencing the future of our advancing national development is becoming increasingly important. Practically, every commission, which has examined the educational problems of the country, has drawn specific attention to the teachers. The *secondary Education Commission (1952-1953)* said, "We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher-his professional training, his educational qualification, his professional qualities and the place he occupies in the

school as well as in the community. The reputation of the school and its influence on the life of community invariably depends on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems concerned with the improvement of their status."

The *Education Commission (1964-66)* also gave a respectable status of teachers when it observed, "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence, and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory condition of work in which they can be fully effective."

It is apparent, therefore, that there is no deny of the fact that the teachers occupy an important and crucial place in the system of education in shaping the destiny of India. That is a why at times they are called as social engineers, who could reconstruct and reshape the entire nation.

A pre-requisite to a scientific study of any phenomena is a theoretical framework of that will permit the researcher to understand and eventually predict the arousal, direction and persistence of the variables under study viz; Job Satisfaction, Teaching Effectiveness and Emotional Intelligence. In the present section an attempt has been made to throw some light on variables under study that will help in developing a theoretical framework for the present investigation.

1.1.1 CONCEPT OF JOB SATISFACTION

The concept of job satisfaction reveals inter relatedness of various elements at work, with the physical condition of work such as working hours, rest houses, the phenomena of monotony, fatigue. incentives, employee's attitude etc. People like to work in an environment, which is

favourable to his attitude, and when he works like that, it is said that he is satisfied with his work. The chief sources of job satisfaction are feeling of accomplishment, recognition and chances of advancement while dissatisfaction is related to Job-context (Supervision, company policy and work process).

According to **Dale Yoder (1963)**, "A job is collection of duties talks and responsibilities that are assigned to an individual and which is different from other's assignment."

The relationship between man and his work has long attracted the attention of philosophers, scientists and novelists. The interest of psychologist in this problem dates back to the early part of the twentieth century and is reflected in the emergence and development of such field of specialization as industrial psychology and vocational guidance.

Job satisfaction refers to the satisfaction of a worker in his work. Work occupies an important place in the life of a person. According to Vroom (1964) there are two types of conditions—economic and motivational – under which people work. Stating why people work, he has stated five properties of work roles (i) Financial remuneration, (ii) Expenditure of energy, (iii) Production of goods and services, (iv) Social interaction and (v) Effect on the social status of a workers.

(1980)
According to **Goyal**, "Job Satisfaction is one of the determinants of efficiency which motivates the person to produce more." Job Satisfaction is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term in to currency goes to **Hoppock (1935)**. He reviewed more than thirty contemporary studies and concluded that there was much opinion about Job Satisfaction yet there was not much factual work done in the field. The summation of the opinions is that "job satisfaction is a favourableness with which workers

view their jobs. It results in a fit between job requirements and expectations of employees." In other words, "it expressed the extent of match between worker's expectations and the rewards the job provides and the value it creates and gets cherished."

Recent years have witnessed a lot of conceptualization with regard to factors involving job satisfaction. Numerous theories independent and interrelated are available, which explain, at least tend doing so, the different facets of job satisfaction, which view this phenomenon from different angles and endeavor to explore it in all its dimensions. Some major theories, which also clarify the concept of job satisfaction, are listed as under.

Tiffin (1949) : Job satisfaction cannot be legislated or included by logical argument nor can it be bought by price.

Maturity-Immaturity theory of Argyris (1953) : He assumes that worker has very little self-discipline and personal pride. He is branded as a shortsighted, foolish human.

Shaffer's Fulfillment Theory of Job Satisfaction (1953) : The theory outlines that job satisfaction will vary directly with the extent to which the needs of an individual which can be satisfied or are actually satisfied.

Maslow's Need Hierarchy Theory (1954) : There is a hierarchy in the basic human needs which forms the basic of hierarchy. The physical needs are most important of all needs, when one gets satisfaction of his physical needs, he craves the gratification of the other needs in the sequence like safety, love, esteem. Self-actualization. Thus satisfaction in job results through the gratification of these needs.

Behavioristic Theory of Skinner (1954) : He proved that the cause for behaviour is outside the person and is in the environment. Behavior of an individual is modified through operant conditioning. It is encouraged

through positive reinforcement and discouraged though negative conditioning.

(1979)

McGregar's X and Y Theory: The basic assumption as propounded by McGregor is that human behaviour may differ because of the complexity of factors affecting the behaviour. These assumptions are characterized as X and y theory.

Gion (1958) : Job Satisfaction is the extent to which the individual needs are satisfied and the extent to which the individual perceives that Satisfaction is stemming from his total job situation.

(1985)

Achievement Motivation Theory: Mc Clelland and Winter, the basic thinkers of this theory, Stress the point that a score on achievement motivation is of the operant nature and not of respondent nature, i.e., it records how often a person spontaneously thinks about improving thinks, and not how interested he says he is in doing so. Atkinson and Feather (1966) propose that the tendency to approach or to continue a task is a simple multiplicative.

Herzberg et al – Two Factor Theory (1962) : Herzberg et al conducted a study of job motivation. One group reveals the need to developone's occupation as a source of personal growth. Among them are the needs like – Feeling of recognition, achievement, growth, responsibility, interest, increased or decreased status, security etc. They are called satisfies or motivators. There are intrinsic factors, whose presence gives satisfaction. The other group operates an essential base to the first and is associated with fair treatment in compensation, supervision and working conditions, administrative practices, job security etc. They are called hygienic and extrinsic factors. They are preventive and environmental in nature. Their presence does not add to the existence of a worker but absence of such needs present dissatisfaction and poor performance.

Vroom's Valence-Instrumentally-Expectancy Theory⁽¹⁹⁶⁴⁾ : Here the assumptions is that behaviour in organization is viewed as a function of the interaction of personality e.g. Values, needs expectations, instrumentalities, role demands, general environment, organizational contingencies, environmental constrains, supervision, job or task requirements.

Adams Equity Theory (1964) : This theory is essentially a social comparison theory in which an individual evaluates his inputs versus outputs derived from a given situation related to those of another, where this other may be a person, a group, an organization or the individual himself related to his experiences from an earlier point in time. To the extent that an individual perceives an imbalance in the relationship (i.e. inequity) it is postulated that he will experience dissatisfaction and be motivated to engage in some kind of activity, which will restore equity.

Dale (1964) : Job satisfaction is regarded as the composite of attitudes of individual employees towards the jobs and the relationship they create.

Glimmer (1966) : Job Satisfaction or dissatisfaction is the result of various attitudes, a person holds towards his jobs, towards related factors and towards society in general.

Discrepancy Theory of Job Satisfaction : Katzel (1964), Locke (1969) and other psychologists have argued or a discrepancy in approach to think about satisfaction, but discrepancies may be actual or perceived. This theory suggests techniques for measuring Job Satisfaction.

Employee Centered Theory by Likert (1967) : The theory outlines that there is a marked relationship between the kind of supervision an employee receives and his productivity. When an employee thinks that his boss perceives him as a cog in the machine, he will be poor producer and when he thinks his boss is interested in him, his problems and his future, he will be a high producer.

Performance Theory (Donalt et.al, 1970) : In this theory employee's satisfaction is connected with job performance, satisfaction leads to performance and performance to satisfaction, relationship is moderated by many variables linked with man and his job.

Wolf's Need Gratification Theory (1970) : According to the theory, job motivation will be stronger when an individual perceives an opportunities to gratify an active and through job related behaviour.

According to Brow et.al (1972) : Job Satisfaction is favourable feeling or psychological conditions of a person towards his job situation.

Marvin, D. Dunnette (1976) defines it as "a pleasurable or positive emotional state resulting from the appraisal of one's job or experience."

Blum and Naylor (1984) defined "Job Satisfaction is a general attitude which is the result of many specific attitudes in three areas namely; specific job factors, individual characteristics and relationships outside the job"

1.1.2 CONCEPT OF TEACHING EFFECTIVENESS

There are wide variations among theoreticians on what constitutes effective teaching. Differences among them are primarily because of differences among them in respect of their adherence to either - some philosophical thought -pragmatism, naturalism, idealism and realism or to their loyalty to a Psychological school or else to their connection about the usefulness of educational technology.

Gupta (1984) defined teaching effectiveness as the capacity of a teacher to bring about the agreed change in his/her students.

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (**Ryan, 1969**).

Infact most of the judgment of qualities of effective teachers are primarily subjective estimates consequent to which there are wide variations and, therefore, less reliable. It is in this context, therefore, that there is a need for developing objective criteria for the measurement of teaching effectiveness. The objective measures while on the one hand will minimize subjective variations in the assessment of teaching effectiveness, will on the other hand increase the reliability of such measures.

Before one decides to opt for objective measures of teaching effectiveness, it should be borne in mind that the success or failure of a teacher in classroom situations needs to be judged in the context of specific teaching-learning situation, in which he is operating. A teacher who is successful in a particular teaching - learning situation may be a complete failure in another. Research works exploring the phenomenon of teaching effectiveness have studied it in the context of the estimates of teacher effectiveness by pupils, peers, principals, supervisors and public. It is proposed to briefly discuss each one of these dimensions.

Pupils are directly concerned with the teacher and, therefore sometimes act better judges based on personal experience in respect of a teacher's effectiveness. Pupil's appraisal of teacher is a normal end natural feature. Students know better how well they are being taught. They see their teacher in action when he or she is at his or her best and at worst. They co-operate and work willingly with an efficient teacher and may be a source of trouble to the weak and ineffective teacher. Because of these considerations some theoreticians are of the view that teaching effectiveness need to be understood in the context of pupil dimension. As **Heorld Hunt (1942)** points out: *Pupils are good judges, since they are the one constant factor in the educational programme.*

Some investigators e.g. **Greenough and Menges (1971)** after reviewing literature on student ratings, had reported a number of studies which tried to determine the criteria used by students in their ratings of instructor and concluded that student ratings of instruction were valid and reliable in assessing various criteria of instructional effectiveness.

Cohen (1981) also concluded on the basis of his study that the student ratings are a valid measure of teaching effectiveness. **Jack (1969)** confirmed his observation. **Hawsam (1960)** after reviewing studies using rating scale for judging the teaching effectiveness concluded that most of the research workers have found student rating to be consistently better reflector of teacher's effectiveness than ratings by other persons.

A teacher is judged day to day by a host of pupils in classroom situations. One reason for the objective and reliable estimate of a teacher's effectiveness is that the latter is being judged by a rather large number of judges who have a chance to view him from different angles and different positions. The pooled judgment of such a large number of judges is, therefore, more valid than the judgment of one single person. The other reason for the greater validity and reliability of pupils judgment of a teacher's effectiveness is that the judgment of a pupil about the effectiveness of his teacher is based not on one single observation but on innumerable situations. The sample of teaching situations in which a teacher is observed by his pupils is indeed incredibly large. Ratings based on such a large sample, therefore, will be more valid than those based on one single observation (**Meighan, 1978**).

A teacher's effectiveness is also judged from the peer's point of view. Teachers in an educational institution are in constant contact with each other and, therefore, have a chance, to judge each other's effectiveness as

teachers. Their ratings can be regarded as objective in the context of the fact that these are made by professional persons. Opinion of a professional person according to some research workers is more mature and trustworthy than made by persons who have little knowledge of the pedagogy and psychology. However, there is little doubt, that their opinion has a limited value in the context of observations made earlier.

A principal has long been regarded as one reliable source for ascertaining the effectiveness of a teacher. The assumption behind such a belief is that principal assessment of a teacher's effectiveness is based on such a large number of factors which no judge belonging to other categories can take note of. Some of the important factors which go to determine their assessment are teacher's physical health, general personal appearance, emotional maturity, voice quality, methods and techniques of teaching, use of variety of resource materials, imagination in dealing with new situations, his/her dependability and promptness, accuracy with records and reports, his/her ability to keep order in the classroom, understanding of the pupils and his/her relations with support to professions and contribution to school and faculty morale, and his/her effort toward professional growth and the scholastic achievement of his/her students and their overall personal development.

However, the assessment of the teaching effectiveness by the principal suffers from the limitation mentioned earlier. As such it is mostly subjective. Many factors which do not have any relationship with a teacher's teaching as for e.g. school politics, favourable attitude toward some teachers, Personality clashes and lack of time for close observation of the teachers work go to determine his ratings about a teacher. This view is also shared by **Friedman (1977)** and **Butler (1978)** who too inferred on the basis of their studies that principal's evaluation of teaching effectiveness is subjective and unreliable.

Supervisors constitute the fourth set of judges, which has been employed in research studies studying teaching effectiveness for ascertaining the teaching effectiveness on the basis of ratings. The assumption for their employment in this regard is that they are in an excellent position to observe and evaluate the work of a teacher. This is possible for them because they have the background necessary to do so reliably. But ratings by this set of judges are also subjective because of being based on their prejudice, school politics and conflicting philosophies of education. Moreover, their opportunities to observe a teacher in action under normal or typical conditions are rather limited.

Owing to limitations mentioned in respect of the teaching effectiveness assessment by the categories of judges stated above, some educationists feel that ratings of a teacher are more reliable if made by public. This is because when the student returns from the school, he/she talks about his/her teacher. This talk may be with parents and with other friends etc. In this way this talk would give some idea to the parents and siblings about the teacher, on the basis of students information and information from other sources, the parents, siblings and other persons related to the pupils develop estimate about the teachers. However, this indirect assessment of a teacher's effectiveness is still less reliable and meaningful than made by other sets of judges.

More successfully one is able to select the teaching contents, the more judicious is his choice of teaching aids, the more appropriate is his teaching strategy and the more relevant are the procedure and techniques adopted by him in the teaching of a specific subject, the more appropriate his teaching style.

1.1.3 CONCEPT OF EMOTIONAL INTELLIGENCE

People who have a control over their life can manage and know their feelings well and read and deal effectively with other people's feelings. While the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (**Goleman**, 1995).

The term 'Emotional Intelligence' involves two words namely **emotion** and **intelligence**. In its most literal sense, the *Oxford English Dictionary* defines emotion as "any agitation or disturbance of mind feeling, passion, any vehement or excited mental state". **Goleman** (1995:289) refers emotion to a feeling and distinctive thought psychological and biological states, and range of propensities to act. There are hundreds of emotions, along with their blends, variations, mutations, each feeling has its own distinct repertoire of thought, reactions, even memories (**Goleman**, 1995: 296)

The term *Emotional intelligence* was first elaborated and discussed by **Peter Salovey** of Yale University and **John Mayer** of the University of New Hampshire in the year 1990. Emotional intelligence has received a great deal of attention in the media, especially since the book '*Emotional Intelligence*' by **Daniel Goleman** (1995) hit the bestseller list.

Emotional Intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behaviour, reactions, state of mind, coping style and communication style. These factors directly affect the level of success, satisfaction, ability to connect to other people as well as the individual's ability to cope with stress, level of self-esteem, perception of control and overall level of mental and emotional well being (<http://www.swiftsite.com/isaei/index>).

Peter Salovey and John Mayer (1990), credited with first discussing the term 'Emotional Intelligence', list the following as general components of Emotional Intelligence:

1. Awareness and acknowledgment
2. Sensitivity
3. Compassion and understanding.

"Emotional Intelligence involves the accurate appraisal and expression of emotion in one self and others and the regulation of emotion in a way that enhances living. One aspect of emotional intelligence is the ability to recognize the consensually agreed upon emotional qualities of objects in the environment" (**Mayer and Salovey**, 1990:772).

On the basis of the assertions of **Goleman** (1995:160), it may be said, "Emotional Intelligence is the skill that helps people to harmonize" (**Goleman**, 1995:160).

The information obtained from <http://www.virtent.com.ci> narrates emotional intelligence as made up of the four components namely identifying emotions, using emotions, understanding emotions and regulating emotions. An **explanation** of the four components of emotional intelligence is as follows:

- **Identifying Emotions:** The first and perhaps most basic part of emotional intelligence is the ability to recognize how you and those around you are feeling.
- **Using Emotions:** Emotions can help us in our thinking. This part of Emotional Intelligence includes the ability to generate emotions and then reason with these emotions. Being emotional and being able to use your emotions may also help you to understand how someone else feels, or to take emotional sides, considering multiple perspectives is another part of Emotional Intelligence.

- **Understanding Emotions:** Understanding emotions refer to knowing what happens, as emotions get stronger or how people react to different emotions. Some emotions are more complex than others, formed through the combination of simpler emotions. This component also understands emotional “chains”, how emotions transfer from one stage to another.
- **Regulating Emotions:** Regulating Emotions means that you feel the feeling rather than repressing it and then use the feeling to make a better decision. Reaction out of anger can be effective in the short run. Regulating Emotions is an ability, which allows you to manage emotions in your self and in others.

A very simple definition of Emotional Intelligence is, “Knowing what feels good, what feels bad, and how to get from bad to good”, A more academic sounding definition of emotional intelligence is “The emotional awareness and emotional management skills which provide the ability to balance emotion and reason so as to maximize our long term happiness” (<http://user.southeast.emotional>).

“Emotional Intelligence or EQ means the skills that one requires for efficient living” EQ then, would refer to the ability to:

- (a) Set a goal in life;
- (b) Work towards achieving it:
- (c) Negotiate; and
- (d) Feel empathy for a fellow being

(Sita Menon, *Femina*, September 1, 1997: 10)

Therefore, complete definition of Emotional Intelligence is as: “Emotional Intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.”

When asked, what do you mean by Emotional Intelligence, **John Goleman**, in an interview to **Karen S. Peterson** replied as: "The concept involves four things. First, you must know your own emotions and how to manage them. That includes the ability to control impulses, delay gratification, cope with life's ups and downs. Second you must be able to recognize emotions in others, respond empathetically to them, read their social cues. You must be able to handle relationship with others well. And last, you must be able to motivate yourself in an optimistic fashion go through the world" (*The Times of India*, 22Feb, 1997).

Goleman further that "there is intelligence in the emotions and the sense in which intelligence can be brought to emotions.... Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them" (**Goleman**, 1995: 80).

A variety of words and phrases have been used to define the factors, which govern Emotional intelligence. The ability to get along, with people and situation. A positive and protective attitude towards all aspects of life. The ability to command respect by building relationship. There are three major components to Emotional Intelligence motivating oneself, motivating others and empathizing with others; which clearly describe the functional areas, which determine the Emotional Intelligence of a person (A question of Emotional Intelligence, *The Hindustan Times*, Careers, May 12, 1998, **Somsuvro Chatterjee**).

To understand Emotional Intelligence, imagine that human mind have two parts: (1) a thinking part, and (2) a feeling part, as depicted in fig. 1.1.3.1. The harmonious compatibility of the two parts constitutes Emotional Intelligence.

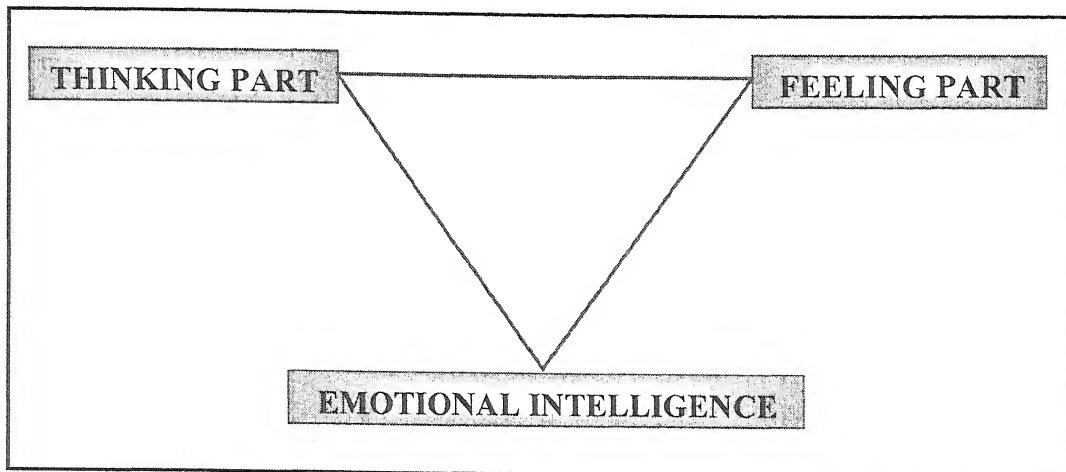


Fig. 1.1.3.1: Representing Human Personality

Research has suggested that intelligence is broader than the narrow cognitive domain measured by traditional intelligence tests and in fact, contributes only about 20% to the factors that determine life success (Gardner, 1995) which as shown in fig.1.1.3.2. Recently, Emotional intelligence, a construct that includes much of Gardner's theory, has emerged as key factor in research investigating a range of outcomes including academic achievement and employment success (Goleman, 1995, 1998; Salovey & Mayer, 1989-1990).

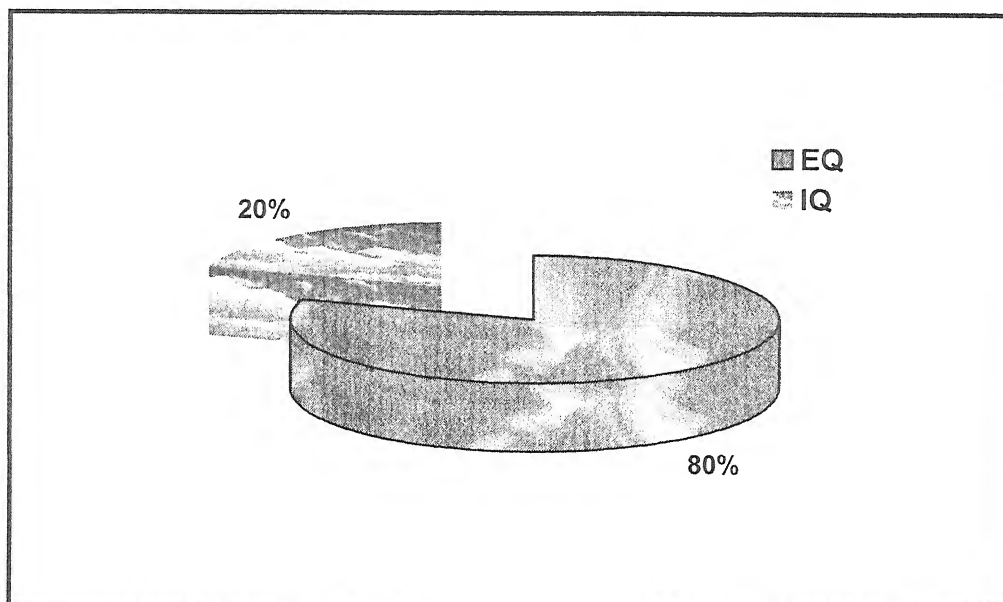


Fig. 1.1.3.2: Pie Diagram Showing the Individual Success at work

Goleman (1995) described Emotional Intelligence as an ability that include self-awareness, impulse control, persistence, zeal, self-motivation, empathy and social adeptness. **Bernet** (1996) operationalized emotional intelligence by focusing on optimal responses that result from the ability to attend rapidly appropriately and without effort to the experienced feelings an inability in this area leads to self-damaging emotions and behaviour. In other words, Emotional Intelligence refers to the skillfulness with which one can mediate in regulate the emotions of oneself and others.

According to psychologist **Peter Salovey** (mentioned in **Goleman** 1995:43), the abilities involved in the emergence of emotional intelligence belong to the following five main domains showing in table 1.1.3.1.

Table 1.1.3.1 Various Domains of Emotional Intelligence

Self-Awareness	
<i>Knowing one's internal states, preferences, resources, and intuition</i>	
1. Emotional awareness	Recognizing one's emotions and affects.
2. Accurate Self-Assessment	Knowing one's strengths and their limits.
3. Self-Confidence	A strong sense of one's self-worth and capabilities.
Self-Regulation	
<i>Managing one's internal states, impulses and resources.</i>	
1. Self-Control	Keeping disruptive emotions and impulses in check.
2. Trustworthiness	Maintaining standards of honesty and integrity.
3. Conscientiousness	Taking responsibility for personal performance.
4. Adaptability	Flexibility in handling change.
5. Innovation	Being comfortable with novel ideas, approaches, and new information.

Motivation

Emotional tendencies that guide or facilitate reaching goals

- | | |
|-----------------------------|--|
| 1. Achievement Drive | Striving to improve or meet a standard or excellence. |
| 2. Commitment | Aligning with the goals of the group or organization |
| 3. Initiative | Readiness to act on opportunities. |
| 4. Optimism | Persistence in pursuing goals despite obstacles and setbacks |

Empathy

Awareness of others feelings, needs and concerns

- | | |
|--------------------------------|---|
| 1. Understanding Others | Sensing other's feelings and perspectives and taking an active interest in their concerns |
| 2. Developing Others | Sensing other's development needs and bolstering their abilities. |
| 3. Service orientation | Anticipating, recognizing and meeting customer's needs. |
| 4. Leveraging diversity | Cultivating opportunities thorough different kinds of people. |
| 5. Political Awareness | Reading a group's emotional currents and power relationships. |

Social Skills

Adeptness at inducing desirable responses in others

- | | |
|---|--|
| 1. Influence | Wielding effective tactics for persuasion. |
| 2. Communication | Listening openly and sending convincing messages. |
| 3. Conflict Management | Negotiating and resolving disagreements. |
| 4. Leadership | Inspiring and guiding individuals and groups. |
| 5. Change Catalyst | Initiating and guiding individuals and groups. |
| 6. Building Bonds | Nurturing instrumental relationships. |
| 7. Collaboration and Cooperation | Working with others towards shared goals. |
| 8. Team Capabilities | Creating group synergy in pursuing collective goals. |

1.2 EMERGENCE AND JUSTIFICATION OF THE STUDY

It is a general observation that the teacher is active in the classroom most of the time. The teacher's manner of performing the various activities associated with teaching can have a bearing on how these activities will be perceived by students. It is obvious that some teachers are more effective in their teaching in classroom than others.

The success or failure of any school's educational endeavor rests largely with the classroom teacher. There is indeed no substitute for an effective teacher. However, identification of an effective teacher has been a problem that has eluded solution for the preceding several decades, despite extensive research in teacher effectiveness area. Results, till date, obtained through many research studies teacher effectiveness are not only inconclusive but also inconsistent.

Enhancement of teacher effectiveness is hardly possible unless there are facts on the basis of which such a teacher education programme is developed as can help in actualizing the teaching potential of an individual teacher. It is in this context that a teacher emerges as the most significant pivotal point in the learning environment provided by an institution.

Teachers are not end, infact, cannot be identical personalities. They represent a wide variety of personal and professional characteristics. It is those personal and professional characteristics, which contribute to the development of effectiveness of a teacher.

Various investigations mentioned in next chapter have shown that when a man is satisfied with his work, both he and his organizations are benefited. Job satisfaction improves the performance of organization as well as the effectiveness of an individual worker irrespective of the nature of the work.

Wenous and Lawler (1975) have reviewed nine different operational definitions of job satisfaction some of which have been discussed by **Evans (1969)** also. They make a distinction between overall job satisfaction and satisfaction with particular facet of one's job. Whatever be the specific nature of the job satisfaction, one thing that is widely held to be a reality is that job satisfaction influences the effectiveness and behaviour of the workers irrespective of the nature of the job. This is true about teachers also. Satisfaction with the job develops in them favourable attitude towards teaching with the result that they are found to be more effective teachers. Those schools where such teachers are found in large numbers are found to be having more positive learning environment and the students in them happen to have a higher level of academic achievement. Reverse of this is true about schools where teachers have no job satisfaction, lower level of teaching effectiveness and low EQ. This state of affair will never allow the objectives of education being achieved. Research has recalled that job satisfaction and teaching effectiveness are highly complex phenomenon and needs to be studied more scientifically and comprehensively.

Conventionally the researcher adheres to one of the most important variable, which affects schooling as well as profession is the quality of behaviour, called intelligence. **E.L Thorndike (1920)** has classified intelligence into three categories. First: Concrete intelligence or ability to understand and deal with things as in skilled trade and scientific appliances. Second; Abstract intelligence or ability to understand and deal with verbal and mathematical symbols. Third: Social intelligence or ability to understand and deal with persons.

(Peter Salovey (1990), John Mayer (1990), Goleman (1995) etc.)
Now a days, the researchers have invented a new variable i.e. called Emotional Intelligence to know and interpret the inner

psychological world of all human being. Emotional intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's own thinking and actions. It is believed that Emotional Intelligence is the basis of all success in human life. *Yate (1997)*, listed various jobs on the basis of the level of Emotional Intelligence requiring success and satisfaction. From the list it is clear that a teacher requires the very high level of Emotional Intelligence to deal with students as compared to a Botanist who may require a lower level of Emotional Intelligence. Emotional Intelligence and work success in various professions and jobs have been studied and compiled by the *Consortium for Research (1992)* on Emotional Intelligence in organizations. It was observed that Emotional Intelligence was significantly and highly correlated with job performance while cognitive intelligence (IQ) had a very low and insignificant correlation with performance in the work place. Each profession requires a certain level of emotional intelligence. Without it a person cannot get success in his professional career. Thus it can be said that the study Job Satisfaction and Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence in the contemporarily and right direction effort.

A teacher ought to understand what his students are thinking. Emotional Intelligence helps him great to understand this. There are wide individual differences in performance of such roles as salesman, businessman, teachers, engineers etc. Emotional Intelligence has something to do with success in most of these assignments. Perhaps the difference between the effective and ineffective teaching depends upon the ability the respond successfully to students. Thus, the investigator decided to study the Job Satisfaction and Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence.

1.3 STATEMENT OF THE PROBLEM

"A STUDY OF JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE"

1.4 DEFINITIONS OF THE TERMS

The research problem has the following key terms, which required further explanations in order to communicate their precise meaning:

1.4.1 JOB SATISFACTION

The concept of job satisfaction reveals inter relatedness of various elements at work, with the physical condition of work such as working hours, rest houses, the phenomena of monotony, fatigue, incentives, employee's attitude etc. According to **Goyal**, "Job Satisfaction is one of the determinants of efficiency which motivates the person to produce more."

In the present study Job satisfaction conceptualized to include attitude towards profession, attitude towards working conditions, attitude towards authority and attitude towards institution.

1.4.2 TEACHING EFFECTIVENESS

Gupta (1984) defined teaching effectiveness as the capacity of a teacher to bring about the agreed change in his/her students.

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (**Ryan, 1969**).

In the present study teacher effectiveness refers to the degree to which the teacher is perceived and rated by his/her students as possessing

the characteristics of a successful teacher as measured by the *Teacher Effectiveness Scale* constructed by P. Kumar and D.N. Mutha.

1.4.3 EMOTIONAL INTELLIGENCE

Salovey and Mayer (1989-1990), defined the construct of Emotional Intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's own thinking and actions (p. 189)

Goleman (1995) described Emotional Intelligence as an ability that includes self-awareness, impulse control, persistence, zeal, self-motivation, empathy and social adeptness.

In the present study Emotional Intelligence was conceptualized to include ability of Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behaviour.

1.4.4 SECONDARY SCHOOL TEACHERS

Secondary Schools : As per the **American Heritage Dictionary of the English Language (2000)**, Secondary school means a school that is intermediate in level between elementary school and college and that usually offers general, technical, vocational or college preparatory curricula.

Teacher : According to **Webster's Revised Unabridged Dictionary (1998)** The word teacher refers to "one who teaches or instructs, one whose business or occupation is to instruct others; an instructor; a tutor.

In the present study secondary school teachers means to the teachers working in the recognized high school or intermediate college affiliated to U.P. Board of secondary education.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study, which were achieved by the present investigation are as follows

1. To Study the Job Satisfaction of secondary school teachers.
2. To Study the Teaching Effectiveness of secondary school teachers.
3. To Study the Emotional Intelligence of secondary school teachers.
4. To study the relationship between job Satisfaction and Teacher effectiveness of secondary school teachers.
5. To Study the Job Satisfaction of secondary school teachers in relation to their Emotional Intelligence
6. To Study the Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence.
7. To compare the Job Satisfaction, Teaching Effectiveness and Emotional Intelligence of male and female secondary school teachers.

1.6 HYPOTHESES OF THE STUDY

In view of the objectives of the study, the following hypotheses were framed.

1. There ~~is~~ no significant relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers.
2. There ~~is~~ no significant relationship between Job Satisfaction and Emotional Intelligence of secondary school teachers.
3. There ~~is~~ no significant relationship between Teaching Effectiveness and Emotional Intelligence of secondary school teachers.
4. There ~~is~~ no significant difference in Job Satisfaction of male and female secondary school teachers.

5. There ~~is~~ no significant difference in Teaching Effectiveness of male and female secondary school teachers.
6. There ~~is~~ no significant difference in emotional intelligence of male and female secondary school teachers.

1.7 DELIMITATIONS OF THE STUDY

Keeping in view the limited resources, time and facilities at the disposal of the investigator, the present study was confined to the following parameters.

1. **Region:** The study was confined to the area of the Jhansi district only.
2. **Population Parameter:** The secondary school teachers of both the sex of Jhansi district only were considered.
3. In Job Satisfaction, only Attitude towards profession, Attitude towards working condition, Attitude towards authority and Attitude towards Institution of secondary school teachers were considered.
4. In Teacher effectiveness, only Academic, Professional, Social, Emotional, Moral and Personality areas were considered.
5. In the present study Emotional Intelligence was included ability of Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behaviour.

1.8 SIGNIFICANCE OF THE STUDY

For the proper development of a nation, it is most essential that educational system must be well organized. The key point in the total system is the teacher and he plays an active role in the formation of the habits, attitude, and other qualities among the students. It is needless to say that how impotents role of a effective, satisfied and high emotionally

intelligent teacher in the development of a right type teaching learning environment in the school.

Keeping in view the importance of emotional intelligence in teaching effectiveness and job satisfaction, the investigator has selected this topic for the study and there is no doubt that it will be of immense importance of all those who are working in the field of educational field.

Job Satisfaction has been considered important in case of the employees in almost all the fields of social life. It is by far the most important in case of teachers in the field of education. Qualitative improvement of teaching learning is one of the major objectives of all the existing schools. Ensuring job satisfaction for all teachers is much needed a condition for achieving this. The classroom behaviour of a teacher has an important bearing on the congenial teacher-taught relationship, which contributes largely to the successful teaching-learning situation of the classroom. We find that some of the classrooms reflect a joyous atmosphere while in the other the atmosphere is charged with tension and hostility, why? The atmosphere may be the product of many variables affecting the classroom behaviour such as teacher, student, curriculum and environment. But probably the chief determinant is the teacher's emotional intelligence. This is the most important psychological variable, which lead the teacher to behave in a particular fashion. Thus there is a pertinent need to study the teacher effectiveness and job satisfaction in relation to emotional intelligence.

According to **weschler (1959)**, "Intelligence in global capacity, but it is not only cognitive ability, social and emotional behavior is something different which can't defined according to general intelligence." Emotional intelligence has not been touched till now in books and no teachers or students know about it. The present study deals with the theme, which has

not yet been handled by the social scientists, and so it will try to fill up the gap of knowledge in this field.

The problem of understanding the behaviour in different situations and problem of influencing or managing the behaviour of others can be solved through this study.

A teacher, who has high Emotional Intelligence, can teach effectively and live in society with better understanding. Emotional Intelligence is remarkable construct and all aspirants for success in the social life and profession chosen depends upon Emotional Intelligence. Thus, the present study will lead to understanding of the level of job satisfaction and teacher effectiveness of secondary teachers in relation to their emotional intelligence.

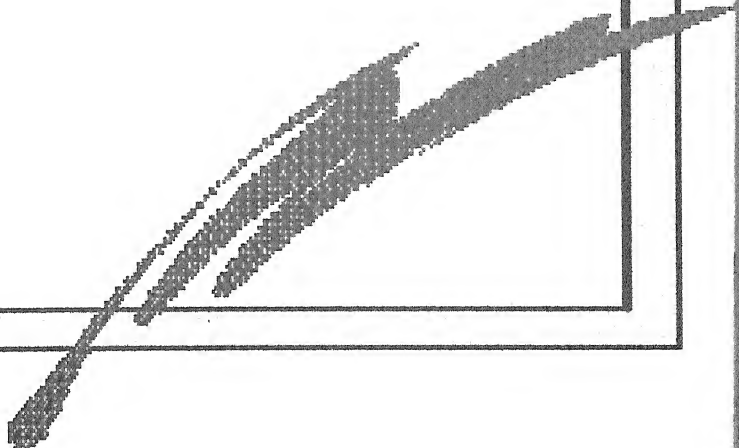
Over the years a growing interest has been manifested in the concept of Emotional Intelligence. It is obvious that in various fields today the capacity of the individual to interact effectively with his environment is of primary importance. The emphasis placed on interpersonal relationship in various work environments is itself or reflection of the importance of Emotional Intelligence. For effectiveness at workplace, therefore as well as for a better satisfaction, it is imperative to find out that what relationship between effectiveness and satisfaction of teachers with Emotional Intelligence?

This study will also provide a guideline to researchers. They can study the Emotional Intelligence of teachers or students in relation to the different variables namely psychological, social etc. they can develop and standardized the Emotional Intelligence tool.



CHAPTER - II

REVIEW OF THE RELATED LITERATURE



Chapter-II

REVIEW OF THE RELATED LITERATURE

Most research work involves substantial use of published literature indeed the ability to ferret out obscure facts is often seen as the primary activity of the researcher and the regulations for research degrees always contain a requirement that the candidate should demonstrate the ability to make proper critical use of relevant literature. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice.

“The survey of related studies implies locating, studying and evaluating reports of relevant researches.”

The researcher draws maximum benefit from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedures of previous researches, matches his conclusions information's to the existing store of knowledge. Equally assessing the novelty of promising ideas will normally involve the researcher checking the literature to ensure that his proposed topic has not been tackled before and to define an area of study that he can consider his own.

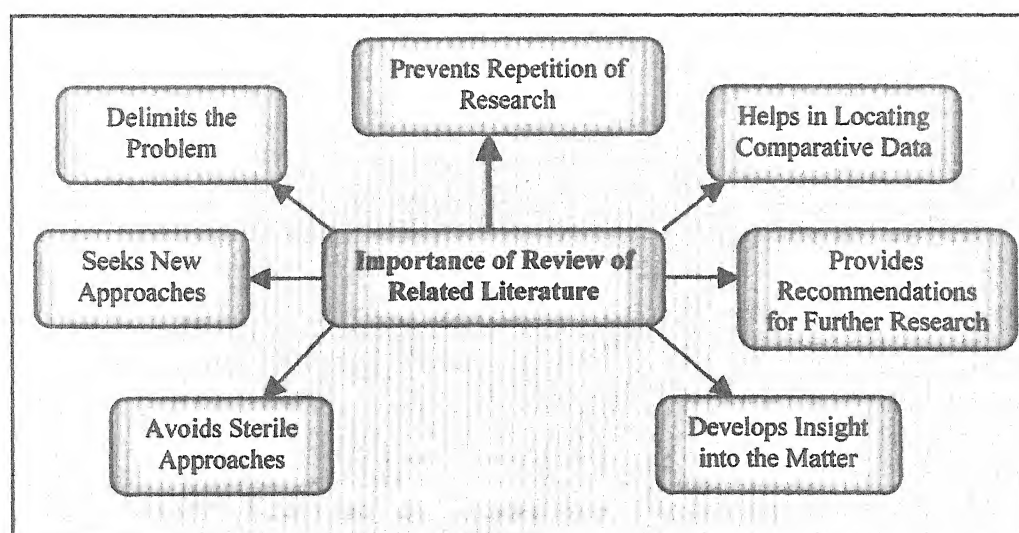


Fig. 2.1 Importance of Review of Related Literature

The researcher has followed following steps in literature searching, which are shown in fig. 2.2 in the form of flow chart.

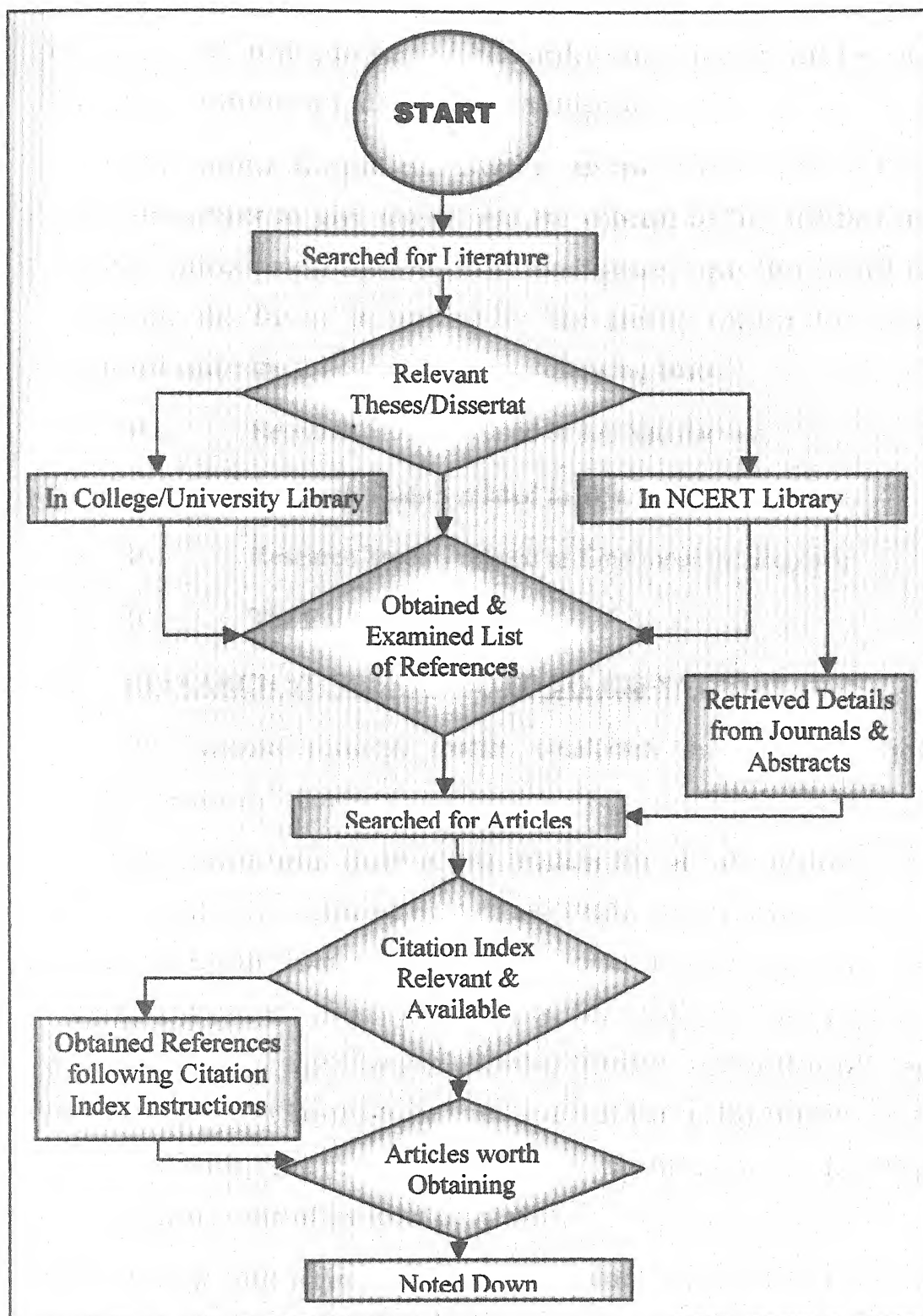


Fig. 2.2 Major Features of Literature Searching followed by the Researcher

In present research work entitled '*A study of job satisfaction and teaching effectiveness of secondary school teachers in relation to their emotional intelligence*', researcher has presented an exhaustive survey of researches with regard to the variables under study viz; Job satisfaction, Teaching effectiveness and Emotional Intelligence.

The chapter in hand endeavors to review studies conducted by earlier researcher to give insight into the concept of Job satisfaction, Teaching effectiveness and Emotional Intelligence, have also helped in identifying the factors influencing it. The present chapter has been organized under the following under the following heads:

- Research Studies related to Job Satisfaction
- Research Studies related to Teaching Effectiveness
- Research Studies related to Emotional Intelligence
- The Epilogue

2.1 RESEARCH STUDIES RELATED TO JOB-SATISFACTION

The various research studies conducted in relation to job satisfaction are as follows:

Most systematic study of the relationship of job-satisfaction to mental health was conducted by **Arthur (1965)**. He developed an index of mental health from six component indices involving anxiety and tension, self esteem, hostility, sociability, life satisfaction and personal morale. He found significant relationship between satisfaction and the total mental health index among three levels of blue collar workers. It is also worth noting that human relation factors had little or no relationship to the mental health of the work population.

Lodahi and Kejner (1965) in their study found that the person who is highly involved in his job would be more likely to feel extremely

satisfied, or extremely dissatisfied with it (depending upon his degree of success) while an uninvolved person would have less extreme emotional reactions to the same or analogous job.

Anjaneyulu (1968) conducted a study of job satisfaction in the secondary school teachers and its impact on the education of pupil with special reference to the state of Andhra Pradesh. The study revealed the causes of dis-satisfaction as low standard of pupils, interference of politicians, inadequate salaries, lack of academic freedom and heavy load of work, lack of job security, rigid and orthodox service conditions and too much domination of management. In government schools rigid and orthodox service conditions, lack of parental co-operation and frequent transfers to distant places were the factors of job dis-satisfaction.

In an investigation of school teacher and job satisfaction **Anand (1970)** found that women teachers were more satisfied than men teachers. Age was found to be significantly related to the job satisfaction. Academic careers of teachers were not significantly related to their job satisfaction.

Rohila (1968) in his study on "Organizational Behaviour" classified the factors affecting job satisfaction in two parts. Factors like the physical situation, social situation, organization and occupational status were called the job variables and biographical and physical factors were called the personal variable. He quoted a number of research studies to show that variables like sex, age, level of education, vocational interest and vocational adjustment were positively associated with the job satisfaction of a person.

Berg (1970) concluded on the basis of a review of studies on "Education and job satisfaction" that the educational achievement could predictably be associated with higher job expectations. Consequently, attitude towards work would be more favourable among better-educated

workers as their occupational skill increases. However, in another study **Berg (1973)** found that satisfaction lowered down with increasing education and that the differences of educational achievement remained greater.

Sinha and Agrawal (1971) found that job satisfaction and general adjustment among white-collar workers was significantly related. They also found that home, social and emotional adjustment was also significantly associated with job satisfaction. **Anand (1971)** concluded, that as far as satisfaction in job was concerned, teachers working in boy's schools and in girl's schools do not differ significantly. It proved that groups of teachers based on sex did not differ in their job satisfaction.

Singhal (1973) in a study of industrial workers found that work adjustment made highest contribution to job satisfaction.

Lahiri (1973) in his study on "What Indian managers want from their jobs" found that managerial motivation was closely associated with the satisfaction of security needs. He stated that for managerial jobs, the two needs were found important viz., security and self-actualization. Similarly, a survey of 200 factory workers in India, revealed that the workers give top priority to job security.

Lavingia (1974) measured "job-satisfaction of school teachers" with the main objective of finding out the degree of job satisfaction of various categories of teachers. The sample included 1600 teachers from primary and secondary schools. The findings were (1) The female groups were more satisfied than male groups. (2) Efficient performance of a job was positively correlated with the degree of satisfaction. (3) The teachers in the age group of 20-24 years were more satisfied than older ones. (4) The amount of satisfaction increased with advance in age and dissatisfaction was highest in the age group 40-44 years in secondary teachers. (5) There did not seem to be any relationship between academic

qualification and job-satisfaction among the secondary school teachers but among primary school teachers those better qualified were less satisfied. The findings indicated that job satisfaction was correlated with the sex, age, performance and qualification.

Singh (1974) measured teacher's value and studied their relationship with teacher attitude and job satisfaction. It was found that teachers were moderately satisfied with almost all factors but female teachers were found to be more satisfied than the male teachers. Age did not affect job satisfaction. The level of education and training were also not related to the level of job satisfaction.

Dolke (1974) found that job satisfaction of Indian workers was more related to job factors. As regards the association between the personal characteristics of the workers and job satisfaction, studies revealed that younger workers were more satisfied than older workers, however, the opposite tendency was also noticed in some studies.

Sinha (1974) in his study of "job satisfaction and job behaviour" concluded that it could be asserted that on a long term basis the degree of satisfaction is likely to affect productivity of the people and more particularly their absenteeism, labour turnover and adjustment to work.

Kavanagh (1974) found that there was no consistent evidence as to whether women were more satisfied with their job than men. Earlier investigations also revealed that jobs were as important to the life and satisfaction of women as they were to men.

Kesselman and Wanous (1974) found that job satisfaction was positively co-related with job performance. It showed that in order to have a better performance in a job by workers, they need to be satisfied in their occupation through need gratification.

Bhushan and Sinha (1975) concluded that the job satisfaction of the skilled and unskilled workers was substantially influenced by the organizational climate created by public and private sector management. Higher pay, more freedom and job security coupled with less dominance and control of supervisors in the public sector were found significant.

Dwivedi and Pestongee (1975) found that the age of workers was significantly related to their job satisfaction.

Richard Talbot (1975) investigated the reasons of job-satisfaction and dis-satisfaction of industrial art teachers with the use of result structured interview technique. He found that certain situational variables had a considerable effect upon the development of employees' job-satisfaction. The study revealed that tenure status, age, grade level taught by the respondents were significantly related to teachers job satisfaction.

Ritter Jr. (1975) made a "study of the effect of job-satisfaction and dissatisfaction on the male and female inter-scholastic head coaches". He found that age, marital status, coaching experience, high scholar classification and career, made little difference with respect to how male and female coaches were responsible to each other. He found that there was no significant difference between two sexes in overall satisfaction.

Annette Espy (1976) found that there was no significant relationship between teacher's job satisfaction and their principal's leadership style. It was concluded that teachers with female principals appeared to be more satisfied with their jobs than teachers with male principals.

Puramji (1977) conducted a study of the relationship between general higher education, job aspiration, job satisfaction, and job efficiency of non-professional jobholders. He found that (i) The co-relation between the measures of job satisfaction and job efficiency was not significant.

(ii) The levels of education had a progressively negative association with the job-satisfaction, (iii) Relationship between job satisfaction and educational qualification was negatively significant and (iv) Co-relation between job satisfaction and length of service was not significant. The findings of this study indicated that job satisfaction was not related to the level of education, job efficiency and experience.

Thakkar (1977) conducted a study of potential teachers effectiveness and their educational attitudes in relation to their rapport with the students and their survival and job satisfaction in the profession. It was found that job satisfaction was positively and significantly related to the rapport of student teacher.

Weinroth (1977) studied the motivation, job satisfaction and career aspirations of the married women teachers at different career stages. It was concluded that age and teaching experience significantly affected the job satisfaction, motivational needs and career aspirations.

Salancik and Pfeffer (1977) made a study of job satisfaction. He found that satisfaction is a mere product of self-perception and social perceptions rather than determined by intrinsic characteristic of the job. An individual simply infers a level of his/her personal satisfaction by their perception of other's satisfaction.

Brehman (1977) found that teachers who had better inter-personal relationship with peers, administrators and students were more satisfied in their jobs.

Subramaniam and Narayan (1977) found the effect of personality on job satisfaction among college teachers. Individual's emotional stability seemed to contribute to job satisfaction and extroversion seemed to be unrelated to job-satisfaction of college teachers. In another study of teacher student relations as a predictor of

teacher's job satisfaction it was found that teachers having good relation with students had higher job satisfaction. It was concluded that perceived inter personal relations with student, peers and administrators were significantly co-related with job-satisfaction.

In a study of "factors leading to satisfaction and dissatisfaction among elementary school teachers" **Hafford (1977)** found that older, more experienced and married teachers showed a greater degree of satisfaction than younger, less experienced and single teachers. Teachers having secondary source of income showed greater satisfaction.

Farell (1978) in an investigation on "A causal model of job satisfaction" divided determinants of job satisfaction into two groups : (1) Workers resource like education, experience, training etc., and (2) Job characteristics like wages, fringe benefits, opportunity for promotion etc. The study concluded that experience and motivation of the labour force had greater effect on job satisfaction.

In an investigation of relationship among attitudes, job satisfaction and professional interests **Goyal (1980)** found that a large majority of the teacher educators were favourably inclined towards their profession and were satisfied with their job. However, they were not well adjusted and had low professional interest. Emotional stability among teacher educators increased with age.

Kumar, Singh, Anand and Verma (1981) in their study. "Expectations and job satisfaction of officers and supervisors' found that (i) By and large all groups seem to be moderately satisfied with their jobs, (ii) Structure of family was found to have significant association with job satisfaction, (iii) Irrespective of the occupational level, job satisfaction is positively co-related with the satisfaction of needs, (iv) Managers, supervisors and workers are all seeking the satisfaction of these four

needs-physical, social and ego needs. It was found that satisfaction of psychological and security needs is important for workers, while satisfaction of ego needs such as accomplishment, challenge, recognition etc. are more important motivators for managers."

Gupta (1980) conducted a study of "job satisfaction at three levels of teaching". The purpose of this study was to study the relationship between certain psychological and biological variables to job satisfaction at three levels of teaching. The main findings were (1) personality need of achievement is significantly and positively related to the job satisfaction of secondary school teacher. (2) Attitude towards teaching as a career is positively related to the job satisfaction of secondary school teachers. (3) Personality is positively related to the job satisfaction of secondary school teachers. And (4) Marital status, age and teaching experience do not appear to have any significant effect on the level of job satisfaction of secondary school teachers.

James (1982) conducted a study of job satisfaction and dissatisfaction among public school transportation supervisors in Michigan. Findings of the study revealed that (1) overall feeling of job satisfaction was greater than overall feeling of job-dissatisfaction, (2) The most predictive factor of job-satisfaction was sense of achievement, (3) The most, predictive factors of job-dissatisfaction were positively related to salary, working conditions and job security and (4) Factors that lead to high job satisfaction were low on the job satisfaction scale.

David (1982) made a research on teacher's satisfaction with teaching and found that the overall analysis yielded a multivariate of 14.69, significant at the .01 level. 36% variance of the teachers' career satisfaction was explained by the predictor variables. Career satisfaction was significantly related to teachers self created skills.

Levelte, Martha (1982) studied "Job performance and job-satisfaction of beginning teachers" and found that job satisfaction scores and job performance ratings yielded no significant relationship. Students' evaluation of teacher job performance was significantly related to evaluation. The study produced no significant relationship between composite scores and job satisfaction.

While studying job satisfaction of administrators in four large public school districts **Arnold Robert (1982)** found that in general administrators were satisfied with their jobs. The findings indicated that the variables - administrative position, age, salary, involvement, turnover and teacher-style had significant relationship with job-satisfaction.

Verma and Singh (1982) found that income seniority, nature of appointment and accommodation were positively co-related with job satisfaction of private sector employees than that of public sector.

Results of the study on teacher motivation and job-satisfaction conducted by **Diane (1983)** revealed that teacher motivation was significantly and positively co-related with satisfaction with work promotion, supervision and co-workers. Motivation was not co-related with five factors of job satisfaction. Teachers were highly satisfied with work and pay and dis-satisfied with opportunities of promotion.

In a 'Study of satisfaction' among faculty members **Vattalsong (1983)** found that faculty over 10 years teaching experience were more satisfied with their achievement and working conditions. The source of dissatisfaction was salary. Sources of satisfaction for faculty in rank order of importance were inter-personal relationship, the work itself, achievement, recognition, responsibility, growth, working conditions, supervision and administrative policies. No difference existed in satisfaction between male and female.

Kanu Issae (1983) of Wisconsin University conducted a study on "Job satisfaction and perception of in-service education programme of post secondary business and educational teachers". The study revealed that the post secondary teachers were most satisfied with two of the job facets—supervision & co-workers and were least satisfied with pay and promotional opportunities. There was no indication that the variables - age, sex, level of education, length of service and prior work experience had noticeable statistical effect on the job satisfaction of teachers.

Nimely (1983) made an analysis of teachers perceived source of job-satisfaction at the Marevia consolidated school system to determine job facets. The findings revealed that the teachers were satisfied with student teacher relations. They were dis-satisfied with salary, pay, time, pay process, instructional material, physical facilities, professional growth, large classes, work load, demands and other responsibilities.

Gaines (1983) conducted "A study on the relationship between sex, role, description and job satisfaction of female administrators. The result of the study indicated that there is no relationship between perceived sex role identity and job satisfaction for the women administrators in education. It was also observed that the female participants in this study were satisfied with the position of the school administrators regardless of their perceived sex and role identity.

John (1983) conducted "A study of principal leadership style and its relationship to teacher job satisfaction as moderated by selected contingency factors to test the relationship between elementary school principal, leadership behaviour and teacher's job satisfaction. The results showed that teachers who perceived principal as structural leader reported a higher level of job satisfaction than those teachers who saw their principals as contingency or consideration leaders. Intrinsic work satisfaction was enhanced under all three types of leadership. Conversely, extrinsic work satisfaction was not attained under any of the three leadership behaviours.

Susan (1983) studied "Job satisfaction, job motivation and need satisfaction among urban public school educators". He found that overall job-satisfaction among urban public school educators was related to the satisfaction of their needs, security, social esteem, autonomy and self-actualization.

While studying "Job satisfaction and neurotism" **Bakshi and Monika (1984)** revealed that work experience and number of dependants are related to job-satisfaction. Educational qualifications are not related with job satisfaction among skilled and unskilled workers. However, significant difference existed between mean neuroticism scores of HJS and LJS persons for both skilled and unskilled groups of workers, whereas age had no relationship with job-satisfaction.

Anant (1984) conducted "A study of job-satisfaction of rural and urban elementary school teachers in Thailand" to examine the job-satisfaction of two groups. The study revealed that there were no difference in the overall satisfaction of elementary school teachers related to sex, numbers of years in teaching and school size. The overall satisfaction of rural and urban school teachers were not different.

Singh (1984) conducted a "Study of effects of the Headmaster's leadership on teacher's job-satisfaction and morale as perceived by the teachers in Nepal". It was concluded from the findings that headmaster's leadership is an important factor in providing high job-satisfaction to a teacher and in developing high morale among teachers.

Wu Jin Shaing (1984) made a research on predictors of job satisfaction among school teachers in southern Taiwan. The purpose of this study was to investigate the collective and individual contribution of teacher's age, sex, total teaching experience, school size, class size, teachers perception of the social status and principal's leadership style to the job satisfaction of elementary teachers in the school.

Goyal (1985) studied some characteristics of teacher educators". Major findings were as follows : (i) The majority of teachers were satisfied with their job. (ii) There was no significant difference in the job satisfaction of men and women; (iii) the teacher educators in the age group of 50 and above differed significantly in their job-satisfaction with those in the age group of 30-39 years and 40 to 49 years. The other groups did not significantly differed from each other, (v) Job satisfaction of different groups of teacher educators (based on their qualification) did not differ significantly from one another, and (vi) there was no significant difference in job satisfaction of different groups of teacher educators based on their college and school teaching experience.

Lim (1985) conducted "A study of job satisfaction factors of school administrators and teachers". The purposes of this study were: (1) To determine factors which contribute to a feeling of job satisfaction and (2) Compare the responses on the basis of school level. The study revealed that generally teachers do not differ from administrators in their overall rating of job satisfaction.

At University level **Ibrahim (1986)** found that working conditions affected the job satisfaction among the teachers.'

While studying the attitude of the teachers towards pupil and their job satisfaction, **Anand (1986)** established that the altitude of teachers towards students have a significant and positive co-relation with their job-satisfaction.

While studying the job satisfaction of faculty members of selected southern universities, **Mahmood (1986)** found that pay and university policies and practices were contributing the most to their dissatisfaction. No statistical deliverances were found regarding overall job-satisfaction with respect to the remaining demographic variables.

Results of the study on job satisfaction among faculty members of non-metropolitan teachers conducted by **Karoonjakarn (1986)** revealed that sources of satisfaction for faculty in rank order of importance were interpersonal relations, responsibility, achievement, recognition, the job work itself, growth, working conditions, policy administration, salary and supervision.

While investigating the relationship between job satisfaction and personality traits among music teachers **James (1987)** found that there were no common pattern of personality traits for the music teachers in the study. It was determined that there is no significant relationship between personality traits and job satisfaction.

Bernard and Kulandaivel (1988) studied 'job satisfaction among graduate teachers' and concluded that (i) female teachers were more satisfied than the male teachers, (ii) teachers of aided schools appeared to be more satisfied than the teachers from municipal and government schools. Teachers with less number of dependants were satisfied than the teachers with more number of dependants.

Dhotia (1989) made "a study of factors affecting job satisfaction of commerce teachers of Rajasthan and its impact on the educational achievement of their pupils". It was found that most psycho-social factors effectively promote job-satisfaction of workers. Similarly commerce teachers having a balanced personality tend to be more satisfied with their jobs. The second aspect of the study was to see the impact of job satisfaction of commerce teachers on the academic achievement of their pupils. Here, job satisfaction was not found to be effectively promoting the pupils.

Woodruff (1992) made a study on "Relationship between faculty participation in the decision making process and job satisfaction at urban private Universities in Connecticut. It was found that education degree level

was related to satisfaction with pay and opportunities of promotion but was not significantly related to participation status, work, and supervision or to colleague relationship. No difference was found to exist between male and female faculty regarding satisfaction with supervisor or co-workers. Test indicates that age was not a determinant of satisfaction. Salary, level, rank teaching experience were positively co-related with satisfaction.

Clifford (1994) made a study on "Job satisfaction of public school teachers in Ohio; a comparison of similarities and differences between male and female teachers". The study analyse the factors of job satisfaction and dis-satisfaction of public school teachers in Ohio. The findings are that generally Public School Teachers in Ohio are satisfied with their jobs. The three most satisfying factors are moral values, social services and creativity. The least satisfying job factors are compensation, advancement and company policies and practices. Responsibility is the most influential factor in determining a teacher's job satisfaction.

Swantra Devi (1994) conducted a study on "Professional satisfaction and the temperamental traits of the teacher" to find out whether there was any significant difference between the job satisfaction of the teachers and their temperamental traits. It was also studied whether the temperamental traits of the teachers have any relation with their years of teaching experience and attending in-service education courses. The result proved that there was no significant difference between years of experience of the teachers and in-service education in relation to the components of temperamental traits. It was concluded that highly satisfied teachers are more impulsive and more sociable than the highly dis-satisfied teachers.

Mathur (1994) studied job satisfaction in college and school teachers. Analysis was made on the job satisfaction scores of school and college teachers. It was found that job satisfaction was higher in women working in colleges in comparison to school teachers.

Bhatt (1997) examined the relationship between the teacher's job stress, job involvement and their job satisfaction. A sample of 120 male and 120 female teachers were taken. The main findings of the study were

1. The teacher's job stress was negatively associated with their job involvement and job satisfaction. Whereas, job involvement was highly positively correlated with the teacher's job satisfaction.
2. Job involvement was positively correlated with 14 job factors.
3. The teacher's job involvement was positively and partially correlated with their job satisfaction.

James (2003) conducted a study on the relationship between sex, role identity and job satisfaction of female teachers. The result of the study indicated that there is no relationship between perceived sex role identity and job satisfaction for the women teachers in education.

2.2 RESEARCH STUDIES RELATED TO TEACHING EFFECTIVENESS

The various research studies conducted in relation to Teaching Effectiveness are as follows:

A few of the investigators have felt fascinated to find out the influence of teacher attitude on teacher effectiveness. **Kaul (1972)**, **Gupta (1977)**, **Backman (1980)** and **Wilson (1980)**, for example, in independent studies conducted by them arrived at the conclusion that favourable attitude of teacher towards a teacher innovative practice is a significant factor in teacher-effectiveness.

Pholmann (1975), **Johnson (1980)**, **Gadzelle (1968)** and **Bredshaw (1968)** in separate studies conducted by them reached on the conclusion similar to those arrived at by investigators whose studies have been quoted earlier. They also found that effective teachers are characterized by such attributes as higher level of subject matter, more

planned and organized lectures, more interest in teaching, greater willingness to help students and greater flexibility than ineffective teachers. **Gibb (1955), Chisen (1955), Yourgeich (1955), Symonds & Dudek (1956), Robertson (1957), Trividi (1970), Singh (1975)** in the studies separately conducted by them found that effective teachers as rated by students, are characterized by such attributes as intelligent, punctual, mastery over the subject, disciplined, honest, dutiful, responsible, confident, possesses proper qualifications and training, sincere, cooperative, Progressive and social. **Downie (1952), Deshpandae, Webb and Marks (1970)** beside findings characteristics found by earlier investigators to be associated with teaching effectiveness also found that the letter is related to higher degree of motivation.

Teachers, administrators and students do not show complete agreement in respect of characteristics associated with teaching effectiveness studies by **Pholmann (1975), Johnson's (1960) and Komarchunk's (1970)** studies confirm this observation. These researches in studies separately conducted by them found that on some characteristics of effective teacher's, there is a fair degree of agreement in bulk of other characteristics. There are variations among these three independent samples of subjects.

Self-concept emerges as a significant factor in teaching effectiveness in several studies. **Chunghoon-Choy (1969), Hyre (1975), Dean (1976), Mermoud (1976), Dunn (1977), McCall (1978), Sharma (1978), Nerren (1980) and Williams (1981)** in independent studies conducted by them and of course with samples varying in terms of sex and location and by using tools which varied from study to study in respect of their ability to measure self concept and teaching effectiveness found empirical evidence to suggest that teacher's self concept is a factor

which exerts significant influence on teacher's effectiveness. The magnitude of its influence on teacher effectiveness, however, has not been found to be rather large.

The extent to which a teacher feels satisfied with his job seems to have some way in his effectiveness as a teacher. Empirical evidence that has emerged from several studies, more particularly the studies conducted by **Thronton (1977)**, **Thakkar (1977)**, **Arndt (1981)** and **McNair (1981)** give ample support to this observation.

Nature of appointment, part time or regular has not been found to be an important factor contributory to teaching effectiveness. This is proved in studies conducted by **Chunghoon Choy (1969)** and **Kandzer (1977)** who on the basis of a comparative teaching effectiveness scores of whole time and part time teachers did not find any significant difference.

Several research workers have attempted to find out whether variations in perception by different samples, namely, supervisor, student and teacher have any relationship with teaching effectiveness. **Sucharit (1976)**, **Steber (1977)**, **Reinhartz (1977)**, **Anthony (1979)**, **Bouvette (1979)** and **Cordes (1982)** in studies conducted by them separately found evidence indicative of the feel that there is a significant intercorrelation among the perceptions of these three comparison groups, namely, supervisors, teachers and students. Sucharit's study in this regard seems to be much more meaningful because of the criterion of teaching effectiveness she took. She used, components, the product and presage. However, in a later study by **Olson (1979)** it was concluded that the criterion of teaching effectiveness having such components as classroom control, knowledge of subject matter and report with students is relatively a better criterion than the product-presage components criterion.

Findings drawn by **Bosco (1970)** lend sufficient strength to earlier findings pertaining to teacher-characteristics and teaching effectiveness. Good teacher's as perceived by students according to his study have more developed clarity of learning goals, greater organizational ability, more enthusiasm, higher-knowledge, more fairness and better attitude towards teaching than poor teachers.

Komarchunk (1970) found administrators to perceive such characteristics and effective teachers have better knowledge of subject-matter, disciplinedness, sense of humour, patience, effectivity in presentation of communication skills, love for others, pleasing personality, fair and impartial nature.

Herman (1970) in his study, on the relationship of teacher effectiveness to perception of self and teaching purposes reported that certain dimensions of teacher perceptual organization representing the internal frame of reference appear highly related to pupil rated teacher effectiveness.

Arend (1970) determined the relationship between selected factors and the rated effectiveness of teachers of educable mentally handicapped pupils. Supervisors, principals and teachers themselves made rating of the teachers. The selected characteristics of teachers were age, certification status, total years of teaching experience, years of teaching in special education, marital status, college grade point, average teaching level, interpersonal behaviour scores. Findings drawn in this study indicate that the selected characteristics of teachers of educable mentally handicapped pupils are not significantly related to the job effectiveness of these teachers.

Hanke (1971) found teachers to perceive such qualities among effective teachers as abstract orientation, receptivity for new ideas, objectivity and highly developed explanation capacity. As far as students perception of qualities of effective teachers is concerned.

Kaul (1972) identified the differentiating personality traits of popular and nonpopular teachers by using 16 PF. The teachers taken in the study was eighth, ninth & tenth class teachers. Kaul (1972) demonstrated that popular teachers are more outgoing, intelligent, emotionally stable, sober, conscientious, venturesome, tough minded, shrewd, placid, controlled and relaxed in character.

Srivastava's (1972) study gave support to the findings drawn in the above study. The study concludes that effective teachers are more emotionally stable, radical and relaxed in personality than the common teachers.

Pandey (1973) found a positive correlation between teacher's adjustment and their professional efficiency. **Singh (1981)** also supported these findings. **Grewal (1976) and Gupta (1977)** in independent studies found that effective teachers have better adjustment in various fields of life like home, health, social, emotional and total adjustment.

Mermoud's study (1976) besides conforming to this general observation also yields the conclusion that school climate is an important intervening variable between teacher's self-concept and teacher effectiveness.

Gupta (1976) conducted a study to find out the relationship between personality characteristics and teaching effectiveness. His sample consisted of 500 male high school teachers and 350 students. Teacher effectiveness in this study was measured through a rating scale. Both groups of sample, teachers and students, independently judged teaching effectiveness of a teacher by rating him as per their perception. He measured teacher's personality characteristics with the Cattell 16 PF. His study led him to conclude that effective teachers are warmer hearted, intelligent, emotionally stable, assertive, surgent, adventurous and self controlled than ineffective teachers. However, they are less suspicious, imaginative, apprehensive and guilt prone, experimenting radical and self sufficient than their counterpart, namely, ineffective teachers.

Debnath (1971), Rajgopalan (1975) and Sharma (1978) reported that experience of a teacher was a contributory factor to the teaching efficiency and to the teacher effectiveness.

Grewal (1976) found submissiveness and dominance characteristics of personality to bear a significant relationship with teacher-effectiveness. Sex of the teacher appears enters significantly in teaching effectiveness phenomenon. This fact is borne out from a study by **Patnaik and Panda (1982)**. These investigators while examining the effect of sex found that male teachers differ significantly from their- female counterparts in personality characteristics and teaching effectiveness. The former are found to be more imaginative, experimenting, happy go lucky, venturesome and socially controlled than the latter.

Tripathi (1977) arrived at conclusion similar to those drawn by his predecessor research workers examining the relationship between personality traits and teaching effectiveness. His study was based on two independent samples of subjects, namely, fifty-two teacher trainees and fifty-two experienced teachers. Both groups were tested on Cattell's personality factor questionnaire and teacher effectiveness scale. He found significant differences between effective and ineffective teacher-trainees as well as experienced teacher's on eight personality factors.

Farmer (1978) while studying the relationship between self-actualization and teacher effectiveness on the basis of a sample of teachers teaching social studies concluded that combination of self actualization with age is significantly related to teaching effectiveness as well as with other teacher non-cognitive behaviours. It will not be out of place to mention that self-actualization variable and teacher-effectiveness variable in this study were measured by Personal Orientation Inventory

and student rating of their teacher's effectiveness respectively. Infact much earlier to him **Holt (1972)** arrived at similar conclusions. He, however, used different tools to measure these variables.

Passarella (1978) examined the relationship between teacher morale and teacher effectiveness. He found teacher morale to correlate significantly with perceived teacher effectiveness.

A study was designed by **Cockley (1978)** for examining the effect of continued graduate teacher education upon teacher-effectiveness as seen through the observation of basic teacher behaviour. Results of the study indicate that combination of knowledge, age, sex, socio-economic status; experience exerts significant influence on the success of teaching in classrooms.

Knutson (1979) examined the relationship among teacher communication style, trait and state communication apprehension and teacher-effectiveness (perceived by either teachers or students). The results of his study indicate that student's perception of teacher style is related to student affect in that they perceived effective teacher to be highly versatile and responsive.

Results obtained by **Carroll (1979)** from a study conducted with a view to find the influence of year of teacher certification, years of work experience and teacher's educational background on the teaching effectiveness of trade and industrial teachers show that all these factors influence the teacher effectiveness.

Knox (1979) identified and analyzed the criterion factors of effective teaching as perceived by students. He found significant relationship to teaching experience and teaching effectiveness.

Chow (1980) arrived at a conclusion while studying the relationship between teaching effectiveness and age & sex. He, however, found that although both these factors are related to teaching effectiveness, age of the teacher is relatively more significant in optimizing the teaching effectiveness than the sex characteristic of the teacher. Contrary to popular belief that ability contributes to teaching effectiveness, his study revealed that older teachers were perceived by their pupils to be less effective. While **Hawkins (1975)** found significant relationship between teaching experience on the one hand and such teacher characteristics as age, experience and academic degree level of the teachers on the other hand.

Findings drawn by **Wilson (1980)** from his study of organizational climate, teachers attitudes, teachers demographic data and perceived effectiveness of teachers indicate that sex of the teachers, although important in respect of teaching effectiveness, its effects differ from school to school. In some schools he found female teachers to be superior to male teachers in respect of teaching effectiveness, in other schools, it were the male teachers who were found to be superior to their female counterpart in this regard. Infact **Ceffee (1979)** in a subsequent study did not find any significant difference in the teaching effectiveness of male and female teachers.

Chanow (1980) while measuring the effect of a program aimed at improving teaching effectiveness on the self reported attitudes of teachers of the programme as well as on the attitudes of their students towards them found that teacher involvement in teacher-effectiveness training is a significant factor which develops their healthy attitude towards them and also leads to a positive change in their students perception about them.

Mishra (1980) studied the correlates of effective teaching as measured by student- ratings. He reported that the effective instructor is one who motivates students for maximum learning, interesting way of presentation, explains course contents and accomplishes course objectives.

Singh (1981) study besides throwing light on the role of attitude in teacher effectiveness also sheds light on the relationship between values and teaching effectiveness. He found effective teachers to have relatively more developed values of theoretical, social, political and religious characters than those who are less effective. Infact the latter group of teachers was found by him to have more developed values of an economic and aesthetic character then the former group of teachers.

Singh (1981) suggested that personality factors assertiveness, venturesome ness, control emotionally stability and trust are the concomitants of teaching success. The analysis also showed that high average and low teachers differed in the basic structure of personality and teaching success. Singh (1981) found that high teachers possessed better intellectual capacity than average and low teachers.

Farmilo (1981) found that the nature of subject taught by a teacher tends to bear relationship with personality characteristics of effective teachers. He concluded that teachers of music at the elementary stage who were judged to be effective. Applying omnibus personality inventory on elementary music teacher's score higher on several (OPI) scale of the inventory, namely Esthecism, Autonomy, and Personal integration than ineffective teachers of this subject (Music). The intervening effect of subject teaching is confirmed by another independent study by **Whittington (1982)**. He made two observations on the basis of his study. The first is that the degree of correlation between personality factors on the one hand and teaching effectiveness on the other differs from teaching subject to teaching subject. He for example found that correlations between personality characteristics and teaching effectiveness vary with variations in teaching subjects, namely Mathematics and Social Sciences. The second was the degree of correlation between these correlates was higher in the case of Mathematics teachers than Social Science teachers.

Hougue (1982) on the basis of his analysis of teacher competencies and perceived teacher effectiveness found significant positive relationship between age and experience of the teacher on the one hand and teaching effectiveness on the other.

Bhasin, Chancla (1988) studied the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers. The study was conducted on 300 male and 300 female teachers from science and human science disciplines, drawn from government and non-government schools of urban and rural areas, taken by the random method. The tools administered were Teaching Aptitude Test of Prakash and Shrivastava and the Teacher Effectiveness Test of Kumar and Mutha to collect the data. It was found that teaching aptitude had a significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation and no significant difference was found between rural and urban, government and non-government, and male and female teachers with regard to their aptitude and effectiveness.

The objectives of the study of **Parakasham (1988)** were (i) to compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation, (ii) to estimate the relationship of school organizational climates and teaching competency to teacher effectiveness under various types of school climates, and (iii) to study the relative effects of school organizational climates and teaching competency on teacher effectiveness.

The study was conducted on 800 secondary school teachers with 92 principals, selected by the random and quota sampling technique. The researcher used the School Organizational Climate Description Questionnaire of Motilal Sharma, the General Teaching Competency Scale

of B.K. Passi and M.S. Lalitha, and the Teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha. The major findings of the study were (1) The open school organizational climate positively affected both the teaching competency as well as teacher effectiveness. (2) Teachers of urban schools significantly excelled over teachers employed either in semi-urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness and, (3) There existed a significant relationship between teaching competency and teacher effectiveness.

Shah, Beena (1991) predicted the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among the secondary-level teachers. 2000 secondary-level teachers of the Garhwal region were selected by the multi-stage random sampling technique. Only 936 were identified as effective and 971 as ineffective teachers. The tools used were Teacher Efficiency Scale of Chauhan and Jain, the Teaching Aptitude Test Battery of Singh and Sharma, the Teachers' Attitude Scale of Uniyal, the Group Test of intelligence of Tandon, the Eight Value Scale of Shah, the Self-Concept Scale of Deo, the Job Satisfaction Scale of Uniyal, the School Organizational Climate Index Questionnaire of Sharma, the Job Motivation Analysis Form of Uniyal and the Introversion-Extraversion Personality Inventory of Shah. The major findings of the study were

1. Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value-pattern, self-concept, intelligence and organizational climate.
2. Teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some

job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness.

Singh Daljit (1991) studied the relationship of teaching effectiveness with intelligence and creativity among male and female teachers. The study was conducted on 150 male and 150 female secondary school teachers of Punjab, selected through the multi-stage stratified random sampling technique. The instruments employed in the study included the Torrance Tests of Creative Thinking, the Group Test of Intelligence of R.K. Tandon, and the Teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha. The major findings of the study were (1) Among the male and female, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence. (2) Creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately.

Saxena, Jyotsna (1995) examined relationship between teacher effectiveness & adjustment, teacher effectiveness & job satisfaction and teacher effectiveness and professional attitude. The study was conducted on 545 teachers of Garhwal region selected randomly. Teacher Effectiveness Scale & Job satisfaction Questionnaire by Kumar and Mutha, Teacher Adjustment Inventory by Mangal and Attitude Towards Teaching Profession Scale by Katti and Vannur were used for the collection of data. The major findings of the study were

1. Both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession.
2. Effective urban, government, female, older, more experienced, untrained and science teachers had relatively better adjustment compared to rural, private male, younger, less experienced, trained

and arts teachers, respectively, while reverse was true in case of ineffective teachers.

3. Effective rural, younger and untrained teachers were relatively more satisfied with respect to their job in comparison to urban, older and trained teachers, respectively, while reverse holds good in respect of ineffective teachers.

The study of **Biswas, Pares Chandra And De Tinku (1995)** intended to probe effectiveness of secondary teachers in Tripura in relation to sex of teacher's location, management, types and organizational climate of schools. 345 teachers were selected through stratified random sampling. The tools used to collect data included the teacher effectiveness scale of Kumar and Mutha and school organizational climate Description questionnaire by Sharma. It was found that :

1. The female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective.
2. Girl's school teachers had more teacher effectiveness than that of the co-educational.

Sharma (1995) studied student perceptions about the effectiveness of the teaching performance of the pre-service trainees. The sample of the study comprises 15 respondents of class V. The tool used to collect the data was teaching performance effectiveness perception scale. It was found that the average level of teaching performance effectiveness as perceived by students was very effective. It indicated the effectiveness of the teacher in teaching school subject through activity-based approach. The study also revealed that the students of three groups on the age level voiced similar opinion, in their perception towards teaching performance effectiveness.

Sugirtham, Krishnan and Santhana (1995) studied the teacher effectiveness of girl's higher secondary school in Tuticorin. 295 teachers working in Girls higher secondary schools were selected randomly. The tool used to collect data included Teacher Effectiveness' scale by Kumar and Mutha. It was found that there was significant difference among the different classes handling the respondents on teacher effectiveness. As regards mean scores, there was significant difference among the different medium of instruction of respondents on teacher effectiveness.

The objectives of the study of **Rao, Ganeswara (1995)** were (i) To study the relationship between teachers effectiveness, creativity and interpersonal relationships of teachers, and (ii) to study the differences between different categories of teachers in their teacher effectiveness, creativity and interpersonal relationships.

The teachers were chosen using simple random sampling method. The tools used include Sarma's Creative Dimensions Assessment Battery, Visakha Teachers Effectiveness Battery, and Inter-personal Relationship inventory. The major findings of the study were

1. No significant relation was found between teacher effectiveness and the income of years of service of the teachers.
2. Significant relations were found between teacher effectiveness, creativity and inter-personal relationships.
3. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

Indira (1997) investigated the relationship between teacher effectiveness, work orientation and stress of college teachers. The sample of the study comprised 220 lectures, working in degree and junior colleges. The tools used were demographic data sheet, PIYARSI scale, work orientation inventory by Indirasen and Uday's SCIT Scale. The

collected data were treated with t-test, chi-square, F-ratio and stepwise regression analysis. It was concluded that :

1. The general level of teacher effectiveness prevailing among college teachers was far greater than the mid point of the scale.
2. There was significant difference between male and female lecturers in their teacher effectiveness.
3. There was significant difference in the teacher effectiveness and achievement orientation of two groups of lecturers i.e. below 35 yrs and above 35 yrs of age.

Vasanthi and Anandhi (1997) examined the role of intelligence, anxiety, self-concept, attitude towards teaching and achievement-motivation on teacher effectiveness of B.Ed. student teachers. The sample of the study comprised 417 B.Ed. student-teachers the 6 colleges of Education in the city of Madras. The tools used to collect the data were The Standard Progressive Matrices by J.C. Raven, Sinha's Anxiety Scale, Self-concept Inventory of M. Basavanna, Attitude towards Teaching Scale by P. Ponnambalam and H. Visvesaran, Sentence Completion Test and Achievement Motivation by Shantamani and Hafeez. The collected data were treated with inter correlation matrix, multiple regression analysis and F-ratio. The major findings of the study were

1. It was found that the factor of intelligence had high positive relation with teacher effectiveness among the B. Ed. students.
2. The factor of intelligence had been found to be 51%. The positive correlation indicated that higher the intelligence the better was the teacher effectiveness as perceived by the teacher educators.
3. It was found that among the male student-teachers, the inter-correlation matrix showed a significant correlation between teacher effectiveness, intelligence and achievement.

Babu, Ganaguru and Selvaraj (1997) investigated teacher effectiveness and involvement in teaching of commerce at higher secondary level in Tamil Nadu. 288 commerce teachers were selected through multi stage random sampling technique. The tools collect the data included teacher effectiveness inventory of R. Babu and teacher's involvement inventory. Findings of the study revealed that :

1. The traits directly related to teacher effectiveness had more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness.
2. Sex and locality of the commerce teachers had no effect upon the teacher effectiveness.
3. The involvement of teachers in teaching commerce and their effectiveness of teaching was significantly correlated.

Mcclains (1998) has observed intervening effect of sex on the relationship between personality factors and teaching effectiveness. She observed that whereas personality factor, G-Weaker Stronger Super Ego Strength, H-Threctia - Permia go along with teaching effectiveness of the male sample of teachers, personality factor A - Sizothymia - Affectothymia, B - Lower Higher Scholastic Mental Capacity, E - Submissiveness-Dominance, F - Desurgeney-Surgency and H - Threctia - Parmia go along with teaching success in the case of female sample of teachers. This study besides focussing the role of sex as a moderator variable in teaching effectiveness also brings to surface the importance of personality factors in teaching effectiveness.

Pandey and Maikhuri (1999) examined the attitude of effective and ineffective teachers towards teaching profession with reference to their age and experience. The sample consisted of 300 teachers randomly

selected from secondary schools. The tools used to collect the data were Teacher effectiveness scale by Kumar and Mutha and Attitude towards teaching scale by Ratti and Bannur. It was concluded that :

1. There was no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession.
2. High experienced effective teacher's attitude was positive towards teaching profession than low experienced ineffective teachers.

2.3 RESEARCH STUDIES RELATED TO EMOTIONAL INTELLIGENCE

The various research studies conducted in relation to emotional intelligence are as follows:

Gupta, Sushma (1977) *studied the emotional maturity and educational achievement in relation to SES.* Emotional maturity scale (Singh and Bhargara), Socio – economic status scale (Jalota and Pandey) were used to measure the variables of the study. It was concluded that children of high socio-economic statuses were emotionally mature then the low socio-economic status. Emotional maturity increase as the socio-economic status increase.

Bhardwaj Uma (1981) *studied the emotional maturity in relation to socio economic status.* Koopar smiths Sociometric Inventory was used to measures socio metric status. The correlation between emotional maturity and socioeconomic status was found 0.07 that was insignificant at 0.05 level of confidence. There is no significant difference between mean of the emotional maturity of low means of socioeconomic status and high socioeconomic status.

Dhillon P. K. and Beri, Bindiya (1983) *studied Academic Achievement and Emotional Security in relation to choice of academic course.* The total sample comprised of 300 students studying in different

colleges and departments of Delhi University and other institutions in Delhi. The sample comprised of five groups of students offering different academic/professional courses viz; Students offering Technical courses, Students of Polytechnics, Students of Humanities and Social Sciences, Medical Students. Each group comprised of 60 students of which 30 are male and 30 females. It can be stated from the results of the study that there is no clear-cut relationship between academic achievement and feelings of concluded that students of different academic courses differ in their level of achievement but the findings do not indicate any clear relationship between feelings of security and academic achievement.

Jain S. (1993) *examined the emotional competencies in relation to anxiety, religion and SES.* Religious affiliation also affects emotional competence. In comparison to Muslims, Hindu has more adequate depth of feeling in general. In comparison to Muslims, Christians have better ability to cope with problem emotions and yet a more effective emotional competence in general. In comparison to Hindu, Christians have a greatest ability to function with emotions in high anxiety group and more encouragement of positive emotions in general.

Singh R. P. (1993) *investigated the emotional maturity of male and female Adolescent students of upper and lower socio-economic status.* The total sample consists of 640 Adolescent of Aligarh. There were 321 male and female students of upper SES, 320 male and female student of lower SES in age ranging from 15-19 years. Emotional maturity scale of Singh and Bhargav was used. Findings of the study revealed that (i) Students of higher SES have better emotional maturity then the students of lower SES, It is because the students of higher SES have good opportunities from the very beginning of life while students of lower SES are deprived of these opportunities. (ii) The male students have got lower mean scores then female students in emotional instability, emotional regression, personality disintegration and lack of independence.

Lepage and Pamela (1997) *studied the educational experiences of 21 women (age 24-54 yrs) who were academically successful and disadvantaged as children were explored over a 2 years period.* The participant's achievement and development patterns are described, and information about encouraging resiliency among students from disadvantaged backgrounds is provided. It was concluded from this study that the resilient women who had endured stress as children often developed a highly advanced level of "emotional intelligence" "interpersonal and intrapersonal intelligence." When this emotional intelligence was encouraged the women, an academic performance improved.

Lee and Lee (1997) *tested the reliability and validity of the Trait Meta-Mood Scale (TMMS) that was developed to assess an individual's emotional intelligence.* 342 male and 175 female students, average age 21.3 years, in Korea, were administered the TMMS and other measures totaling 141 items for rating on a 5- point Likert Scale. In order to investigate the criterion – related validity indices, the scores from the subscales of the TMMS (30 items) were correlated with measures assessing associated constructs. All scores from the subscales of these measures were correlates to the alexithymia scores, to examine the predictive validity of the TMMS subscales by discriminate analysis. Results indicated that the TMMS subscales measuring emotional intelligence have good psychometric properties.

Stewart (1998) *evaluated the convergent and discriminant validity of practical intelligence as it related to social intelligence emotional intelligence and academic intelligence. The current study also examines the relationship of nonacademic intelligence to social behaviours, and the probative validity of nonacademic intelligence with regard to student performance.* Social intelligence, represented by social skills, emotional intelligence, represented by identification of emotion and traditional academic intelligence were compared and contrasted to practical intelligence.

Participants from a southeastern university completed measures of practical intelligence, social intelligence, emotional intelligence and hierarchical multiple regressions were calculated to determine the relationship among the constructs and their ability to predict academic performance. The results have provided a better understanding and operational definition of practical intelligence, and have examined incremental validity of each measure of practical intelligence in predicting performance.

Halbrook (1998) *explored the relationship between emotional intelligence and basic writer's skills.* Using prompted and timed writing resources, the study also observed and analyzed student's emotional cognition in their writing environments. During the spring semester of 1996, 409 students enrolled in Ball State University. From seven classes, 108 sample subjects accomplished surveys and prompts. Fifty randomly selected subjects were scrutinized. The 108 students completed every task requested of the 50 random sampled subjects and comparisons of the two samples were detailed. Providing a close look at the 50 random-sampled drawn thirteen students occupying opposing levels at particular scoring – range margins were further detailed. It was concluded that positive correlation acceptable between writing skills and positive degrees of emotional intelligence. Positive relationship between met cognitive anecdotal written evidence and the semester-ending portfolios and instructor assessments.

Chico ((1999) *studied the psychometric properties of the Spanish version of the emotional intelligence scale.* Sample included 242 normal adolescent and adult university students (aged 17-25 yrs) in Spain. Data on socio-demographic variables, emotional intelligence and academic performance were obtained by questionnaire. The Eysenck Personality Questionnaire (EPQ), the standard progressive matrices, and the sixteen-personality factor questionnaire (16 PF) were also used. Factor analysis, correlation analysis and other statistical tests were used. The factor structure, construct validity, internal consistency, and reliability were

high. Emotional intelligence scores were associated with extroversion but neither with IQ nor grade point average.

Pellitteri (1999) *examined the relationship between emotional intelligence, cognitive reasoning and defense styles.* The sample consisted of 107 college students and graduates from two urban universities representing Caucasian, African-American, and Hispanic ethnic groups. Emotional intelligence as well as its three subcomponents were measured with the multifactor emotional intelligence scales. Psychological adaptation was represented by Bond's (1983) Defense style Questionnaire which ordered defenses into four hierarchical levels from maladaptive to adaptive, cognitive reasoning was measured by the 16 PF scales (Cattell, et. Al. 1993) and represented the numerical and verbal reasoning abilities that comprise general intelligence (IQ). Result showed that the four defense styles had low correlations with emotional intelligence. In the regression analysis there was a large degree of shared variance with cognitive reasoning such that defenses did not significantly contribute to any unique explanation of variance in emotional intelligence after accounting for cognitive reasoning. Defense styles were not correlated with the emotional intelligence components of perception and regulation as expected. Only the adaptive defense style was related to emotional knowledge after accounting for cognitive reasoning.

Morand (1999) *examined the link between family size, intelligence and emotional intelligence.* Here, the authors conceptualize emotional intelligence as one fact of nonverbal intelligence. The sample comprised of 41 graduate (mean age 32.1 years). Results showed that Children born into larger families tend to score lower on intelligence tests than children born in smaller families. The relation between intelligence and number of siblings is consistently significant for verbal intelligence but inconsistent for nonverbal intelligence. Emotional intelligence is positively correlated with family size.

Tewary, Mala (1999) studied the identity status and emotional intelligence of female college students in relation to some socio familial and educational factors. 300 female students studying at graduation/post graduation levels in Kumaon University, Nanital for study were selected for this study. Findings of the study are as follows

1. The process and mechanism of attainment of identity status is directly related to the level of emotional intelligence of female college students. Identity crisis resolved students posses higher amount of emotional intelligence in comparison to identity crisis unresolved students.
2. Female college students with different economic status differ in emotional intelligence. Female college students reared up by wealthy and educated parents are more emotionally intelligent and female college with poor and uneducated parents are lowly emotionally intelligent.
3. High achieving female college students are highly emotionally intelligent and female college students with low academic achievements are lowly emotionally intelligent.

Yates (2000) *expressed the relationship between emotional intelligence and health habits of male and female students at Mississippi state university.* A sample of seven health education classes (N= 278) was used to answer question of demographics, emotional intelligence inventory (EQI), emotional intelligence survey (EIS), and the scheduled class-time allotments in the spring semester of 1999. A relationship between the health habits of college-aged health education revealed a weak (small) relationship. Gender relationship of the HHS and EQI were investigated, resulting in small to medium correlations. The special seven HHS categories and four EQI factor scores showed the various relationships that were investigated. The EQI factor, empathy, was revealed as the strongest and only statistically significant predictor of Goleman's ETS.

Wang (2000) studied *P. Salovey and J. D. Mayer's theoretical structure model of emotional intelligence (1997) with factor analysis*. 194 middle school students, university students, teachers, faculty members, and enterprise employees, aged 16-50 years, in china, were investigated. An emotional intelligence estimation including four factors and ten variables based on **Salovey and Mayer's** theoretical structure was used with factor analysis. Four common factors were summarized. The contents of the four factors were discussed. The factor was associated with the abilities of self-emotion, cognition, emotional thinking and emotional maturity monitoring. Result confirmed **Salovey and Mayer's** structure and principle components through different theoretical analysis and clustering explanations. The result were also compared with **Goleman's** structure of emotional intelligence (1995).

Ross (2000) assessed the professional development needs of middle school principals around social and emotional learning issues in schools. Needs assessment was conducted with New Jersey public middle school principals, a surveys was mailed to 152 principles. A total of 49 surveys (32.2%) were returned. Ten of the survey respondents also participated in follow-up individual interviews. Results indicated that most principal are actively engaged in activities related to social and emotional issues, such as developing positive relationships and encouraging shared visioning and decision-making. They reported being less engaged in activities related to the inclusion of SEL/EQ – type activities into the regular classroom such as encouraging teachers to address these issues.

Richardson (2000) investigated the dynamics of normative transition as students move from elementary school into middle school. Three self-report scales and two rating scales were developed. The student's academic grade point average and behavioural achievement by teacher's ratings of social behaviour indicated transition success. One

hundred ninety- six first time sixth graders formed the cohort group to participate in the study. These students completed the middle school transition survey three times during their sixth grade year. Six sixth grade teachers provided ratings student's behavioural success. The data were analysis by gender and socioeconomic status to determine trends and differences in the perceptions of the transitioning students. Resulted indicated that the Emotional intelligence mediated the effects of transition trauma for girls. Emotional intelligence explained 4.2%, 5.8% and 7.8% of the unique variance in GPA for girls. The variance in GPA for boys was less than 1% and not statistically significant. Emotional intelligence explained 1.58%, 0.3%, and 8.0% of variance in girl's social behaviour. For boys, this variance was less than 2% and not statistically significant.

Petrides and Furnham (2000) *explored the validity of the psychometric properties of the self-report emotional intelligence (EI) measured by N. S. Schutte et al (1998).* 260 university students (mean age of 22.21 years) completed the EI questionnaire. It is shown via confirmatory factor analysis that the test is not unifactorial. A theoretical distinction between trait and information –processing EI is proposed. Trait EI appertains to the greater personality realm whereas information – processing EI is an attempt to chart new territory in the field of human mental ability.

Newsome, Day, Catano (2000) *determined the relationship of emotional intelligence, cognitive ability and personally with academic achievement.* Emotional intelligence was assessed for 180 (17-56 years old) college students using Bar-On's (1997) emotional quotient inventory (EQ-i). It was concluded that the Both cognitive ability and personality (in item of extraversion and self control) were significantly associated with academic achievement. None of the EQ-I factor scores, nor the total EQ-I score, was significantly related to academic achievement.

Dawda and Hart (2000) *assessed Reliability and validity of the Bar-On Emotional quotient inventory (EQ-I) in university students.* The Bar-on emotional quotient inventory (EQ-i; Bar-on 1997) administered on a sample of 243 university students (aged 17-47years). Results showed that the EQ-i domain and component scales had good item homogeneity and internal consistency scores were not unduly affected by response styles or biases. The EQ-i scales had a meaningful pattern of convergent validities with respect to measures of normal personality, depression, somatic symptomatology, intercity of affective experience and alexithymia. The reliability and validity results for men and women were very similar.

Curtis (2000) *explored a specific area of a secondary guidance program, the goal being to enhance high school student's knowledge of self and others.* Through the use of curriculum intervention methods, lessons were presented to students in this study. These presentations were centered around the five components of emotional intelligence procedure. After gathering the necessary consent, three treatment groups were established. They include a large non-traditional English /social studies class a small psychology class and a small group gifted student volunteers, following collaboration with their teacher. Appropriate guidance lessons were developed. Six sessions for each treatment group were planned. Curriculum designs, which reflected an extension of classroom topics, were built. Three self-rating assessment tools were as pre and post test measures. Comparisons were made to determine if guidance outcomes revealed any significantly gain following curriculum intervention. Statistical analyses were conducted using paired t scores and ANOVA. Variables studied represented guidance competencies, multidimensional self-concept scores, and emotional intelligence traits. Overall, participants did show some improvement on nearly all variable measured using raw score summaries from pre and post test however, statistically significant gain occurred on competencies within the groups.

Ciarrochi, Chan and Caputi (2000) *Critically evaluated the emotional intelligence (EI) construct (the ability to perceive, understand, and manage emotions), as measured by the Multi-factor emotional intelligence scale (MEIS, in press).* Researcher administered the MEIS to Australian undergraduates (mean age 24.5 years) along with a battery of IQ, personality, and other theoretically relevant criterion measures, including life satisfaction and relationship quality. Researcher also induced moods in the students and examined whether people high in EI were better than others at managing their moods and preventing their moods from biasing their social judgments. Result indicated that the Emotional intelligence was not related to IQ but was related, as expected, to specific personality measures (e. g., empathy) and to other criterion measures (e.g., life satisfaction) even after controlling for IQ and personality traits. EI was also related to people's ability to manage their moods, but not to their ability to prevent moods from biasing their judgments. IQ was surprisingly related to both these mood processes.

Nada Abisamra (2000) *examined the relationship between emotional intelligence and academic success.* The investigator compared these grades of final exams of 11th class students with the emotional intelligence. Result indicated that there was a relationship between emotional intelligence and academic achievement. For this it might be better to include emotional intelligence in school and university curriculum.

Woitaszewski (2001) *evaluate the contribution of emotional intelligence to the social and academic success of gifted adolescents.* This study tested the claims of **Goleman (1995)** who argued that emotional intelligence was critical to our understanding of human success, and often more important than IQ. A Group of 39 adolescents (mean age = 16 years 6 months) who were enrolled in a residential high school for gifted youths participated. The Adolescent Multifactor Emotional intelligence Scale

(AMEIS) (Mayer, Salovey and Caruso, 1996) and the Test of Cognitive Skills (CTB MacMillan/ Mc Graw-Hill, 1993) were utilized to attain overall levels of Emotional intelligence and IQ respectively. The Behaviour Assessment system for children-self- Report-Adolescent version (Basic – SRP_A) (Reynolds & Kamphaus, 1992) was used to measure two types of social success: International relations and social stress. Academic success was determined by student grade point averages. The results of hierarchical multiple regression analysis revealed that Emotional intelligence did not contribute significantly to the social and academic success for these gifted adolescents.

Tapia (2001) *developed a measure of emotional intelligence, the 45-item emotional intelligence inventory and find the underlying dimensions of the inventory.* Testing 111 high school students at a bilingual college preparatory school, the 4 weakest items were excluded, and then 319 junior and senior high school students at the same school were administered the 41-item inventory. The reliability coefficient was 0.81. It was find that a maximum likelihood factor analysis with a varimax rotation yielded 4 factors of empathy, utilization of feelings, handling relationships, and self- control. Psychometric properties were sound, and the revised emotional intelligence inventory can be recommended for use in the investigation of emotional intelligence.

Reiff, Hatzes, Bramel and Gibbon (2001) *examined the relationship of learning disabilities (LD) and gender with emotional intelligence.* Ss were 54 students with LD (32 men and 22 women) and 74 without LD (34 men and 40 women) attending 2 colleges and 1 university. Emotional intelligence was assessed using the Emotional Quotient inventory (EQ-I; R. Baron, 1997), a self-report instrument designed to measure interpersonal and interpersonal skills, stress management, adaptability, and general mood. A 2-way multivariate analysis of variance

(MANOVA) was performed to examine the main effects of LD and gender and the interaction of the 2 main effects on the 5 composites of the EQ-i. Ss with LD had fewer credits and lower SAT scores, high school GPAs, and college GPAs than men Ss. Results of the MANOVA indicated significant main effects of both LD and gender; no significant interaction occurred. Post hoc unvaried analysis of the 5 composites revealed significant differences between Ss with LD and Ss without LD on stress management and adaptability, significant differences between men and women. Ss on interpersonal skills, and significant differences of the interaction of LD and gender on interpersonal skills.

The study of **Kobe, Reiter, Rickers (2001)** *evaluated the power of both emotional and social intelligence to account for variance in self-reported leadership experiences*. 192 university students completed measures of social and emotional intelligence and a measure of leadership experiences. Regression analyses showed that both social intelligence and emotional intelligence accounted for variance in leadership experiences. Although emotional intelligence was found to account for variance in leadership, it did not add unique variance beyond social intelligence. Social intelligence appears to play a principal role in leadership.

Geher, Warner, Brown (2001) *examined the predictive validity of the emotional accuracy research scale (J.D. Mayer and G. Geher, 1996, EARS), a performance measure of emotional intelligence*. 40 undergraduate students completed the EARS and 5 self-report measure of trait empathy, then assessed the emotions of 6 target individuals based on videotaped materials. Results show that EARS scores were generally more predictive of accurately detecting the emotions of targets than were scores of trait-empathy measures. It is concluded that EARS demonstrates reasonable predictive validity as a measure of emotional intelligence.

Schutte, Malouff, Bobik, Greeson, Jedlicka, Rhodes, Wendorf (2001) *examined the link between emotional intelligence and interpersonal relations.* In studies 1 and 2, the participants (college students, mean age 27.5 years old) with higher scores for emotional intelligence had higher scores. In study 3, the participants with higher scores for emotional intelligence had higher scores for social intelligence displayed more cooperative responses toward partners. In study 5, the participants with close higher scores for emotional intelligence had higher score for close and affectionate relationships. In study 6, the participant's scores for marital satisfaction were higher intelligence. In study 7, the participants anticipated greater satisfaction in relationships with partners described as having emotional intelligence.

Ciarrochi, Chan, Bajgar (2001) *explored that can emotional intelligence (EI) be reliably and validly measured in adolescents?* 131 students (aged 13 to 15 yrs) completed a self-report measure of emotional intelligence. They were then induced into either a positive, negative, or neutral mood and asked to complete a task that assessed mood management behaviour. Researcher found that EI was reliably measured in adolescents, was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support, and mood management behaviour. These relationships help even after controlling for two constructs that potentially overlap with EI, namely self-esteem and trait anxiety. This study offers evidence that the SET is a distinctive and useful measure.

Byron (2001) *found the effect of Emotional knowledge education in the training the novice teacher.* A sample of 46 subjects was solicited for this study. Data from 37 of the subjects were analyzed. Nine subjects had to be dropped from the analysis because there were excessive omissions from their tests. Subjects were solicited from a private, 4-year college on long

island, New York. The results demonstrate that novice teachers scored no differently from measures of emotional intelligence than the normal sample. In other words, novice teachers have no more or no less emotional competence than the normative sample, these results further illustrated that trait such as warmth, optimism, and persistence, emotional intelligence. Furthermore, the results indicate that an emotional knowledge workshop is effective in increasing the emotional knowledge skills novice teachers.

Derkser Jan, Kramer, Ingrid & Katzko Michael (2002) *evaluate the divergent validity of Bor-on's EQ-i as compared to the General Adult Mental Ability Scale (GAMA).* 873 Dutch (ages 19-84 years) participated. Correlation between the EQ-i and GAMA were very low, for both the total sample as well as for the sex separately.

Trinidad and Johnson (2002) *explored the relationship between emotional intelligence (EI) and adolescent tobacco and alcohol use (TAU).* Ss were 205 multi-ethnic adolescents (52% male) from middle schools in southern California (aged 11-18years), 153 from a public school and 52 from a parochial school. An abbreviated version of the Multifactor Emotional intelligence Scale, student version, was used to assess the EI of the students. Results indicated that EI was negatively correlated with a general, overall measure of tobacco and alcohol use, and with individual tobacco and alcohol scales and items. It is plausible that the adolescents with high EI may possess a greater mental ability to read others well and detect unwanted peer pressure.

Rozell (2002) *measured emotional intelligence (EI) using a comprehensive scale to tap the construct.* Using a sample of 295 undergraduate business majors (44.7% males and 55.3% females, mean age 23.5 year) from a mid- western university, an exploratory factor analysis was performed to examine the factor structure of the scale based factor loadings, the scale was reduced to 51 items with five factors emerging.

Student demographics revealed that accounting majors rated lower on EI as compared to other majors. Results also indicated that higher EI scores were associated with membership in Greek organizations, and involvement in sports organizations. It was also found that international students rated lower on the EI measure as compared to domestic students.

Otto et al. (2002) constructed and validated a German questionnaire for 3 aspects of emotional intelligence. The questionnaire, based on the Trait Meta-Mood scale (TMMS; P. Salovey, J.D. Mayer, S.L. Goldman, C Turvey & R.P. Palfai, 1995), was tested in 3 studies in Germany. In study 1 aimed at translating the 30 items of the TMMS into German, 178 university students (112 females, 66 males; mean age 23 years) were asked to complete the TMMS. Study 2, with 163 university students (112 females, 51 males, mean age 23 years) served to replicate the item and factor analysis using questionnaires such as the Toronto Alexithymia Scale (M. Bach et al, 1996), the Beck depression inventory, and others. Both studies yielded 3 corresponding, highly concerning related with high convergent and discriminant validity concerning related questionnaires. In study 3, during which 95 Ss (53 females, 42 males, mean age 26 years) were presented 28 photographs of 7 facial emotion's confirmed the hypothesis that Ss with high attention to emotional perceive the facial expressions to emotions, ability and mixed – model conceptions of emotional intelligence are discussed.

Laura, H. and Susan, K. . . . (2002) investigated whether emotional intelligence would account for increases in individual cognitive based performance over and above the level attributable to traditional general intelligence. A sample of college students (age 18-35 years) using for this purpose. The investigators measured emotional intelligence with the multifactor emotional intelligence scale. As measured by the MEIS, overall emotional intelligence is a composite of

three distinct emotional reasoning abilities: Perceiving, understanding and regulating emotions. Although further psychometric analysis of the MEIS is warranted, the investigators found that overall emotional intelligence, emotional perception and emotional regulator uniquely explained individual cognitive based performance over and beyond the level attributable to general intelligence.

The research question of the study of **Lam and Kirby (2002)** was '*would Emotional intelligence account for increases in individual cognitive-bases performance over and above the level attributable to traditional general intelligence?*' A sample of college students (aged 18-33 years) are used for this purpose. The authors measured emotional intelligence with the Multifactor Emotional Intelligence scale (MEIS; J.D. Mayer et al, 1997). As measured by the MEIS, overall emotional intelligence is a composite of the 3 distinct emotional reasoning abilities: perceiving, understanding, and regulating emotion (J.D. Mayer & P.Salovey, 1997). The authors found that overall emotional intelligence, emotional perception, and emotional regulation uniquely explained individual cognitive-based performance over and beyond the level attributable to general intelligence.

Joseph (2002) explored the relationship between low emotional competence and low intention to seek help. A total of 137 adolescents (aged 16-18 yrs) completed an anonymous survey that assessed social support, emotional competencies, and intention to seek help from a variety of professional and nonprofessional sources. Result indicated that adolescents who were low in emotional awareness and who were poor at identifying, describing, an managing their emotions were the least likely to seek help from nonprofessional sources and had the highest intention of refusing help from everyone. However, low emotional competence was not related to intention to seek help from professional sources.

Derksen, Kramer and Katzko (2002) *evaluated divergent validity of Bar-On's EQ-i as compared to the General Adult Mental Ability scale (GAMA), a measure of fluid intelligence.* 873 Dutch Ss (ages 19-84 yrs) participated. Results indicate that the correlations between the EQ-I and the GAMA were very low, for both the total sample as well as for the sexes separately. These findings indicate that the 2 tests are psychometrically independent, in that the EQ-i is measuring something other than the GAMA. There were also some small age-related changes in the correlations between the EQ-I and GAMA.

Van-der-zee et. al (2002) *examined the relationship of self- and other rating of emotional intelligence with academic intelligence and personality, as well as the incremental validity of emotional in predicting academic and social success* A sample of 116 students (72% females, aged 18-32 years) filled a measure for emotional and academic intelligence, the big five, and indicators of social and academic success. Moreover, other ratings were obtained from four different raters on emotional intelligence and social success. Factor analysis revealed three emotional intelligence dimensions that were labeled as 'Empathy' 'Autonomy', and Emotional control' little evidence was found for a relationship between emotional and academic intelligence. Academic intelligence was low and inconsistently related to emotional intelligence, revealing both negative and positive interrelations. Strong relationships were found of the emotional intelligence dimensions with the big five, particularly with extraversion and emotional stability. Interestingly, the emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

Chaudhary, Diksha (2002) *studied the self-destructive intelligence syndrome and emotional intelligence of university and*

college teachers. A sample of 200 university and college teachers of different faculty viz; Art, Science, Commerce, Education and Law filled a measure of emotional intelligence. Findings of the study revealed that ;

1. Male teachers and female teachers differ in their abilities to motivate their own selves. Male teachers are higher in this ability as compared to their female counterparts.
2. Highly emotionally intelligent teachers and Lowly Emotional Intelligence teachers seem not to differ in their Self-destructive Intelligence Syndrome.
3. Emotional Intelligence appears to be a gender free construct.
4. The proportion of lowly emotionally intelligent teacher is significantly higher among Art faculty teachers as compared to the proportion of highly emotionally intelligent teachers in this faculty. This conclusion does not hold good with regard to teachers in others faculties namely Commerce, Education, Low and Science.

Pandey, T.C (2002) *explored the emotional intelligence and attitude towards modernization of Kumauni adolescents in relation to some socio-familial and educational factors.* Sample consisted of 290 male and female adolescent students of class 11th of the Intermediate colleges of Almora town. Findings of the study revealed that;

1. Two groups of adolescent students do not differ in their Emotional Intelligence in relation to economic status, family size, and birth order locality.
2. Science stream adolescent students and Art stream adolescent students differ from one-another with regard to the following emotional intelligence abilities: Over-all Emotional Intelligence, Managing Emotions and Motivating Oneself.

3. Adolescent student reared up and looked after by Lowly Educated Parents, Moderately Educated Parents and Highly Educated Parents do not differ from one-another in their emotional intelligence abilities.
4. Gender wise groups of adolescent students do not differ in Emotional Intelligence. It means that emotional intelligence is a gender-free construct.

A comparative study on emotional intelligence among engineering and management graduates done by Sudhakar & Venkatapathy (2002). A sample of engineering and management graduate was used for this study. It was concluded that emotional intelligence is important for the jobs and work situation that play a significant role in organizational effectiveness. Engineering and management graduates differ in emotional intelligence.

Sayeed Zafar & Mohammad (2002) studied the emotional intelligence among the top executives of public sector undertakings. The study conducted on 68 top executives of three public sector companies located in Gujarat State. It was concluded that technically proficient executive or professional with a high EQ is some one who picks up readily more depth and more quickly than others. Emotional intelligence can be developed by monitoring one's thought and feelings i.e. through self-observation and paying due attention to guts and feelings.

Singh, Rajendra (2003) studied and compared the emotional intelligence and adjustment of teachers of primary schools, secondary schools and degree colleges. The sample for the study comprised of 300 teachers (100 Primary schools, 100 Secondary schools and 100 degree colleges). Selected from 17 institutes of Agra city. Teachers Adjustment inventory (Rashmi ojha) and Emotional intelligence scale (Akukool Kyde & Upender Dhar) was used

for this study. Collected data were treated with mean / S.D. and 't' test. Findings showed that there is a significant positive relationship between emotional intelligence and adjustment and teachers worked in higher education institution have better emotional intelligence and adjustment in comparison to the teachers but in secondary and primary schools.

Sharma S. (2003) *investigated emotional intelligence of pupil teachers in relation to SES and Gender*. The sample for the study comprised of 80 students studying in B.Ed. course. Selected from Bundelkhand University Jhansi. Emotional intelligence scale (Akukool Hyde & Upender Dhar) and to know about biographical factor of pupil teachers a personal data sheet was used for this study. Collected data were treated with mean S.D. and 't' test. Findings of the study revealed that ;

1. The pupil teachers having high SES are better in emotional intelligence than the lower SES growth.
2. The male and female pupil teachers do not differ in their emotional intelligence.

The study of **Brooks, J.K. (2003)** *assessed as whether managers in one financial organization who are deemed most effective according to their performance ratings exhibit higher emotional intelligence than managers with lower performance ratings*. Data were gathered from a sample of 57 from the study population 79 members of the management team of a financial organization selected to participate in an internal I study. The researcher analysed the ECI scores provided by the Hoy group performance ratings and demographic data via a statistical analysis computing system SAS 8. Total ratings indicated that statistically significance differences exist in four competencies: Emotional self-control. Influence, Inspirational Leadership and self-confidence. For each, EI levels of total others were greater than self reported EI levels.

Budnik, M.F. (2003) *determined the relationship between emotional intelligence and burnout among staff nurses working in the acute care hospital setting.* The study analyzed the impact of emotional intelligence and burnout on 154 staff nurses working in four clinical specialties: Intensive care, medical-surgical, maternal/women's health and pediatrics. The analysis of results found significant relationship between emotional exhaustion and depersonalization on the career intent of the respondents. The burnout sub-scales were also statistically significant in predicting emotional intelligence among the sample group of staff nurses.

Chaipain (2003) *explored the relationship between emotional intelligence and sales success.* The participants for the investigation were sales performance data. The findings showed that the emotional intelligence of high performing sales professions was significantly different from the emotional intelligence of low performing sales professionals.

The study of **Dominguez-Cruz (2003)** *enables the researcher to gain insight into the Caugas Education Region's school principal's leadership orientations and their emotional intelligence.* The study conducted involved descriptive and co relational research methods. The result of the analysis of the data indicated that the dimensions that had no relationship at all with leadership orientations was motivation.

Emmerling, R.J. (2003) *expressed cognitive and effective processes in career decision-making.* To explore the role of emotions in career choice several individuals were interviewed regarding their recent career decisions. Their experiences serve to provide real life examples of the emotional dynamics of vocational choice. Emotional intelligence as conceptualized by Mayer and Salovey consists of four interrelated abilities

– Perceiving emotions. using emotions to facilitate thought, understanding emotions and managing emotions. It is argued that such abilities facilitate the career decision-making process and lead to decision that more fully satisfy career related interests, values, needs, and aspirations.

Bennouna, Sanna (2004) *examined the relationship between major professors emotional intelligence profile and their performance of mentoring functions as perceived by their adult learner doctoral student graduates.* This study was conducted at a college of education and included 79 doctoral students who graduated between fall 1999 and fall 2002 and their respective 29 major professors. This research examined the relation between manor professor's emotional intelligence profiles (measured using the self administered EQMAP instrument) and their performance of mentoring functions (assessed by doctoral graduates using the Doctoral Mentoring Questionnaire). Correlational analysis between intelligence profile and their performance of mentoring functions revealed a majority of weak and negative correlations, which were inconclusive.

Drago Judy M. (2004) *explored the relationship between emotional intelligence and academic achievement in non-traditional college students.* In this study, Emotional intelligence, achievement, motivation anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso emotional intelligence test (MSCIT), the State-Trait-Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT) and Student Demographic Survey (SDS). Result demonstrate that emotional intelligence is significantly relate to student GPA scores. Student Cognitive Ability scores and student age. The result suggests that academic achievement is related to student's ability to recognize, use and manage their emotions.

Three studies conducted by **Lopes, P.N. (2004)** *explored the relationship between emotional intelligence and the quality of interpersonal interactions assessed through multiple criteria*. Study 1 was a diary study of social interaction involving 103 German College students. Study 2 involved 76 students from a residential college. Study 3 involved 44 analysts and clerical employees from the finance department of a fortune 400 insurance companies. Results indicated that Individuals scoring high on the managing emotions sub scale of the MSCEIT were more satisfied with their everyday interactions with opposite sex individuals than their counterparts. The ability to manage emotions, assessed by the MSCEIT, was related to self-reports and peer nominations of interpersonal sensitivity and pro-social tendencies, the proportion of positive versus negative peer nominations, and reciprocal nominations of friendship and liking. Individual scoring high on MSCEIT received higher peer and/or supervisor ratings or interpersonal facilitation (interpersonal sensitivity, sociability, quality of interactions and contribution to a positive work environment) than their counterparts.

Wells, K.H. (2004) *studied emotional intelligence as ability and its relationship with openness to difference*. The 2 research hypotheses of this study posited a correlation between EI and openness to difference, as indicated by self-perceived flexibility to difference and self reported receptiveness to difference (RTD). The **Mayer-Salovey-Caruso** Emotional Intelligence Test (MSCETI) was used to assess EI as defined as an ability. The Flexibility/openness scale of the Cross – Cultural Adaptability Inventory was used to assess self perceived flexibility to difference; the RTD scale is used to assess self reported RTD. Ninety Undergraduate University students 70% female and 30% male participated in the study. The hypotheses were confirmed and association was found between EI and openness to difference.

Williams, H.W. (2004) *identify the competencies and characteristics that distinguish outstanding urban principals Emotional Intelligence, problem-solving competencies, role perception and environmental adaptation.* A criterion sample of 12 outstanding and 8 typical principals was identified from a large mid western urban school district. Data from critical incident interviews open ended questions, and a variety of assessment questionnaires were collected. Linkages are found between these distinguishing competencies and characteristics and effective principal practice related to instructional leadership, change leadership and expert problem solving.

Hopkins (2005) *studied the impact of gender, Emotional intelligence competencies, and styles on leadership success.* In a sample 105 managers in alone financial services institution, using self other ratings of emotional intelligence competencies, leadership styles and success, the result demonstrated a strong pattern of significant differences between male and female leaders. The repertoire of leadership styles leading to success for men and women are disparate. Result showed that the man who exercise an affinitive or a democratic leadership style, styles incongruent with their expected gender role, are not successful; whereas female leaders must demonstrate a combination of gender congruent and incongruent ways of behaving, the pacesetting and coaching leadership styles, in order to be successful.

Stubbs, Elizabeth (2005) *examined the relationship between team leader emotional competencies, team level emotional intelligence, and team performance.* It is argued here that team leader's emotional intelligence will influence the development of group level emotional intelligence, which was measured by a team emotionally competent group norms. Data were collected from 422 respondents representing 81 teams

in a military organization. Result show that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and the emotional competent group norms are related to team performance.

The print media has enthusiastically taken the novel concept of emotional intelligence. A list of some of the important articles, which appeared since 1997 in the leading magazines and widely circulated newspapers, has been presented below:

1. Bhavi Yug Bhavnatmak Vikas Ko Yogyata Ka Mapdand Manega-*Akhand Jyoti*, Feb. 1997.
2. Emotional Intelligence Is More Vital For Achievement Than IQ. John Gottman in an interview Karen S. Peterson, *The Times of India*, Feb. 25, 1997.
3. Brahmavarchas ki prayogshala ki visheshata, Sarvangpurn Manovigyan, *Akhand Jyoti*, April 1997.
4. The way to your child's heart. Jerome Brune. *The Times of India*, April 15, 1997.
5. Your emotional IQ. Dr. Aparna Chattopadhyay, *The Hindustan Times*, April 9, 16, 23, 30; May 7, 14, 1997.
6. Free Emotions to Boost Efficiency. Margaret Coles, *The Times of India*, Aug. 20, 1997.
7. Are You Emotionally Intelligent? Sita Menon, *Femina*, Sept 1, 1997.
8. EQ. or IQ? Margaret Coles, *The Times of India*, Sep. 3, 1997.
9. A Question of EQ. Somwurvo Chatterji, *The Hindustan Times*, May 12, 1998.

10. Have EQ. Will Succeed. T.R. Gopal Krishnan. *The week* Aug. 30, 1998.
11. "Emotional intelligence is the new millennium's survival skill" Vinny Sahay. *The Hindustan Times* April 9, 2000.
12. Mind Management- Emotions are not always uncontrollable. They can be managed like anything else. Piali Banerjee. Highlighted the latest concept of the EQ. (Emotional Quotient) *The Sunday Times of India*, June 11, 2000.
13. How high is your spiritual intelligence? Wendy Bristow narrates the scholarly journey from IQ to EQ to SQ and quotes from Danah Zohar's book 'Connection with our Spiritual Intelligence' (Bloomsbury Books, 2000). *The Times of India*, July 25, 2000.
14. Apni Bhavnatmak Pratibha ko Nikhariye, Srivastav, Vijay, *Dainik Jagaran*, 18 Aug. 2000.

3.4 THE EPILOGUE

Reviewing the related literature cited above, researcher made the following observations:

1. A large number of studies have been undertaken on the teacher's job satisfaction and effectiveness. These studies cover a wide variety of variables i.e. psychological variables, biographical variables, situational variables. But no work has been done to the study of job satisfaction and effectiveness in relation to emotional intelligence.
2. A large number of researches have used descriptive research Methodology.
3. Most of the researchers used the standardized tools as well as tools developed by themselves to collect data.

4. 't' test and qualitative analysis were mostly used to process the data, in some researches factor analysis, ANOVA, ANCOVA, chi-square and correlation techniques were also used.

The main purpose of this study was to
indicate the existence of even single study in Indian conditions in which the teacher effectiveness & job satisfaction has been studied in relation to emotional intelligence. The present study deviated the previous studies in the following ways:

1. The present study covers comparatively significant variables like teacher effectiveness, job satisfaction and emotional intelligence. These variables significantly affect the teaching-learning process, on the basis of which some definite conclusions can be drawn.
2. It attempts to ferret out the contribution of emotional intelligence in determining job satisfaction and teaching effectiveness.
3. The study is exclusively based on emotional intelligence of secondary school teachers, which have rarely been studied in previous researches.
4. It chooses a large sample of teachers for investigation, much wider field of study.

CHAPTER – III

PROCEDURE OF THE STUDY

Chapter-III

PROCEDURE OF THE STUDY

For the proper construction of massive building blue prints are prepared. Any government before determining and applying the policy has to be planned it very carefully. The monthly household budget keeps the mistress away from the economic crisis. In the same way the clear and systematic statement of the procedure avoids all the difficulties in the way of research and help of researcher to achieve the aims and objectives of the study because planning includes better performance in all the jobs. Procedure is the index of the whole research, which gives design to researcher as well as the reader.

Description of the Procedure is also important so that any researcher who wants to replicate the research can go to the necessary information's from it, can replicate the work & verify the conclusion for the future guidance. The procedure followed in the present study has been discussed under the following heads.

- Method of the study
- Variables of the study
- Sample of the study
- Selection of the tools
- Administration of the tools
- Scoring of the tools
- Statistical techniques

The plan & procedure of the study are presented in figure 3.1 in the form of flow chart

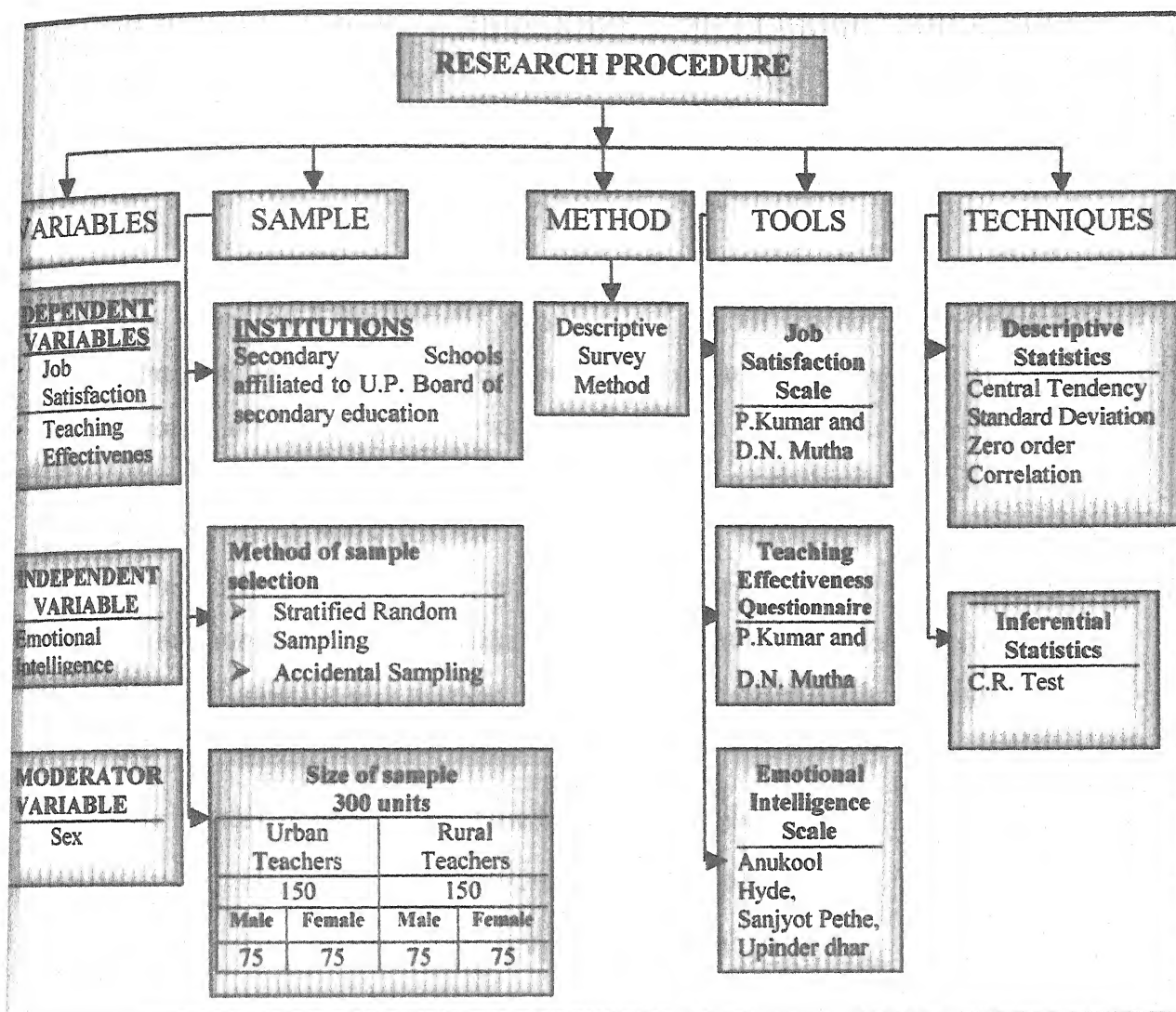


Fig. 3.1: The Plan and Procedure of the Study

3.1 METHOD OF THE STUDY

The researcher employed the “Descriptive Survey method”. The significance and nature of Descriptive survey method has been explained by George J. Mouly as, “No category of Educational research is more widely used than the type used known variously as the ‘Survey’, the normative survey, status and descriptive researches. This broad classification comprises a variety of specific techniques and procedures, all similar from the stand point of its purpose that is to establish the status

of the phenomenon under investigation." Thus a Descriptive survey study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

The purpose of the present research is to study the Job Satisfaction and Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence. In such type of studies neither any previous records nor any type of experiment can be helpful in gathering the required information. Such type of information can be collected only by administering some test to secondary school teachers and the data are gathered about what exist from relatively large sample of a particular population. Hence, the Descriptive survey method was considered to be more suitable for this purpose in order to reach meaningful conclusions.

3.2 VARIABLES OF THE STUDY

The present study involve three kinds of variables namely:

- 1- Dependent variable/ Criterion variable
- 2- Independent variables/ predictor variables.
- 3- Moderator variables.

3.2.1 DEPENDENT VARIABLE

"The dependent variable is that factor which is observed and measured and outcome of the effect of Independent variable".

(Tuckman, 1970)

The dependent variables in this study are *Job Satisfaction and Teaching Effectiveness.*

3.2.2 INDEPENDENT VARIABLE

"The Independent variable is that factor which is manipulated and selected by experimental to determine the relationship to an observed phenomena."

(Tuckman, 1970)

In the present study the independent variable is *Emotional Intelligence*.

3.1.3 MODERATOR VARIABLE

In the Present Study *Sex* is considered as Moderator Variable

3.3 SAMPLE OF THE STUDY

3.3.1 DESCRIPTION OF THE UNIVERSE AND ITS ELEMENTS

Universe of the present study consisted of male and female secondary school teachers ^{of U.P. Board of secondary education.} All the elements in the population was included irrespective of their caste, creed and religion.

3.3.2 SIZE OF THE SAMPLE

The main consideration in the selection of the sample was its adequacy and its representativeness. In this study representativeness was adopting stratified random sampling technique and adequacy by its size.

At the planning, size of the sample and its break up was decided and is represented as under table. 3.3.2.1.

Table 3.3.2.1 Size of the sample and its break up

Sex Locale	Male Teachers	Female Teachers	Total
Rural Teachers	75	75	150
Urban Teachers	75	75	150
Total	150	150	300

3.3.3 SAMPLE SELECTION

The location of the study area was Jhansi district; this district comes under Bundelkhand region of Uttar Pradesh.

For the purposes of the study, at the first stage, the investigator tried to have the number of higher secondary schools from the DIOS

office of Jhansi. Total ~~103~~ schools were listed in the directory (vide appendix-i). From the list of these school 24 schools were selected by stratified random sampling as shown in table 3.3.3.1

Table 3.3.3.1 Number of schools, selected for final sample

	Co-educational Schools	Boys Schools	Girls Schools	Total
Rural Schools	4	4	4	12
Urban Schools	4	4	4	12
Total	8	8	8	24

The final sample of male and female teachers was selected from the total cluster of the teachers by using accidental technique of sample selection. School wise number of sample units on whom tests were administered and the number of usable returns are being presented in the table 3.3.3.2 given below

Table-3.3.3.2 School wise numbers of sample units, respondent units on who tests were administered and the numbers of usable returns

S. No.	Name of the School	No. of sample units available		Respondent sample		No. of usable return	
		Male	Female	Male	Female	Male	Female
1	Guru Nanak Khalasa Inter College, Jhansi	15	--	12	--	11	--
2	D.A.V. Higher Secondary School, Jhansi	9	--	9	--	9	--
3	Govt. Inter College, Jhansi	13	--	13	--	13	--
4	Shikshak Higher Secondary School, Jhansi	14	--	11	--	10	--
5	Gyan Sthaly Higher Secondary School, Jhansi	10	12	7	10	7	9
6	Pt. D. D. U. Higher Secondary School, Jhansi	11	10	8	10	8	10

7	B. R. Ambedkar Inter College, Jhansi	10	10	10	8	9	8
8	Sent Merry Higher Secondary School, Jhansi	9	8	9	8	7	6
9	Dr.R. P. Kanya Inter College, Jhansi	--	13	--	13	--	13
10	Arya Kanya Inter College, Jhansi	--	15	--	14	--	14
11	Suraj Prasad Girls Govt. Inter College, Jhansi	--	12	--	12	--	10
12	Lokya Many Tilak Girls Inter College, Jhansi	--	13	--	10	--	9
13	Gandhi Inter College, Maurani Pur (Jhansi)	12	--	12	--	12	--
14	Lal Bahadur Inter College, Babina (Jhansi)	11	--	10	--	10	--
15	S. Patel Inter College, Chirgaoun (Jhansi)	10	--	9	--	9	--
16	L. D. D. Inter College, Maurani Pur (Jhansi)	12	--	12	--	11	--
17	Badagaoun Inter College, Badagaoun (Jhansi)	9	10	9	6	9	4
18	Pt. R. S. Inter College, Baruasagar (Jhansi)	10	8	10	8	8	6
19	Pt. Jawahar Lal Inter College, Uldan (Jhansi)	10	9	7	8	7	8
20	Govt. Inter College, Samthar (Jhansi)	11	10	11	10	10	9
21	Govt. Girls Inter College, Baruasagar (Jhansi)	--	12	--	12	--	12
22	Govt. Girls Inter College, Maurani pur (Jhansi)	--	13	--	12	--	11
23	Govt. Girls Higher Sec. School, Gursarai (Jhansi)	--	12	--	12	--	10
24	Govt. Girls Higher Sec. School, Babina (Jhansi)	--	15	--	12	--	11
	Total	176	182	159	165	150	150

3.4.0 SELECTION AND DESCRIPTION OF THE TOOLS

To carry out any of the type of research investigations, data must be gathered to test the hypotheses. Various methods and procedures have been developed to aid in the acquisition of data. These tools employ distinctive ways of describing and quantifying the data. Each is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used. The selection of a tool depends upon several criteria, which are illustrated in fig. 3.4.1

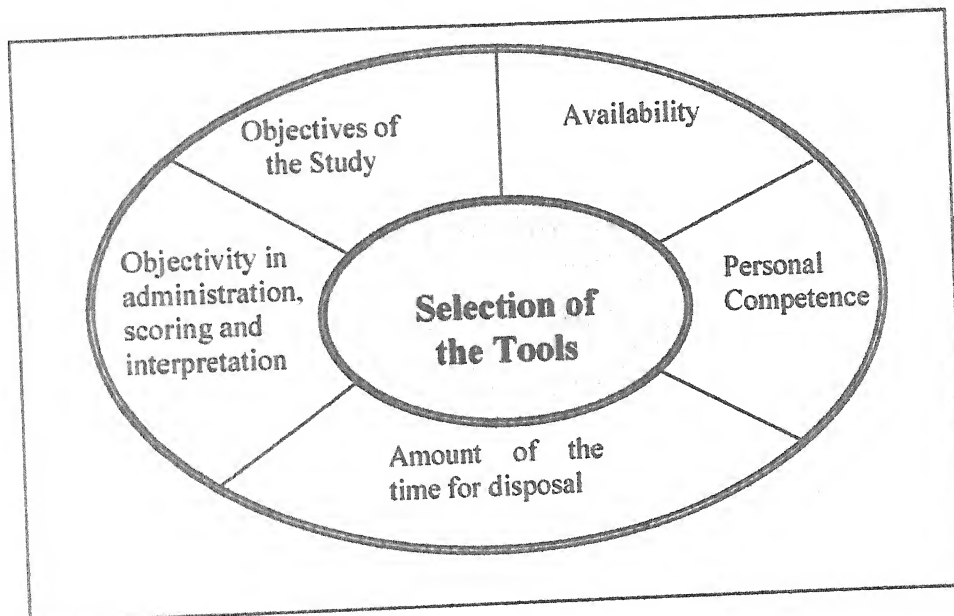


Fig. 3.4.1 Criteria for Selection of a Tool

In any scientific study the selection of the tools and techniques largely depend upon the nature of the problem under study and kind of the data necessary. Keeping in view the nature of the problem, measures of Job Satisfaction, teaching effectiveness and Emotional Intelligence were required for the investigation of the problem. To fulfill the above-mentioned purpose the investigator personally surveys the related literature and then took the decision to select the test for the present

investigation. The tools used to get various measures in the study were selected on the basis of following criteria.

1. Suitability for the tools in Indian Conditions for secondary school teachers.
2. Time needed for the Tools.
3. Availability and cost of the Tools.
4. Reliability and validity of the Tools.

3.4.1 SELECTION OF JOB SATISFACTION SCALE

3.4.1.1 Survey of the various tools for measuring Job Satisfaction

The investigator surveyed the related literature and found that in most of the studies only following test were used to measure Job Satisfaction of the Teachers.

Table 3.4.1.1.1: Various Tools for measuring Job Satisfaction

Test	Author	Sample	Language
Job Satisfaction Blank	A. Brayfield	Teachers	English
Job description Scale	P.C. Smith	College Level Teachers	English
Minnesota Job Satis - faction Questionnaire	S.S.Chave	School / College Level teachers	English
Job Satisfaction Inventory	J. Indiresen	Teachers	English, Hindi
Job Satisfaction Questionnaire	P.Kumar & D.N. Mutha	School / College Level teachers	Hindi
Job Satisfaction Scale	B.C.Muthayya	School / College Level teachers	Hindi
Job Satisfaction Scale	S.P.Anand	Teachers	Hindi
Teachers Job Satisfaction Scale	Srivastava & gupta	Teachers	Hindi

3.4.1.2 Selection and justification of the Job Satisfaction Questionnaire

The review of these tools revealed that some of being them are foreign tools and constructed for different clientele working in different socio-cultural environments were not suitable in original form for this particular study. The review of Teacher's Job Satisfaction Questionnaire (TSJQ) constructed by P. Kumar & D.N. Mutha revealed that it was developed on the line of foreign tools and was particularly designed for the secondary school teachers with good theoretical base. Hence, It was decided to use this test. (vide appendix -i,ii)

3.4.1.3 Description of the tool

The selected Teacher's Job Satisfaction Questionnaire (TSJQ) constructed by P. Kumar & D.N. Mutha was developed with a view to providing a handy instrument to assess the job satisfaction of secondary school teachers. both for fundamental and applied research. The Teacher's Job Satisfaction Questionnaire consisted of 29 highly discriminating 'Yes-No' type items. This is a self-administering questionnaire. There is no time limit for the questionnaire. The area wise distribution of items is as follows

S.No.	Areas	Items	total
1	Attitude towards profession	1, 2, 3, 4, 5, 6	6
2	Attitude towards working condition	7, 8, 9, 10, 11, 12, 13, 14, 16, 17	10
3	Attitude towards authority	22, 23, 24, 25, 26, 27	6
4	Attitude towards Institution	15, 18, 19, 20, 21, 28, 29	7

Tool Profile

Tool	Job Satisfaction Questionnaire
Author	P. Kumar & D.N. Mutha
Nature	Verbal
Group Individual	Both
Sample	School/College Level teachers
Factors	4
Number of Items	29
Language	Hindi
Validity	Face, Content
Reliability	0.97, .85

3.4.1.4 Reported Psychometric Properties**Reliability:**

Method of reliability	N	r-value	Index of Reliability
SPLIT-HALF	100	.95	.97
TEST-RETEST	60	.73	.85

Validity: The face validity of the measure is very high. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevance to teacher job satisfaction areas included in the questionnaire.

Norms of the Scale: Percentile Norms of the Questionnaire are available on a sample of 404 subjects. These norms can be regarded as reference point for interpreting the Job satisfaction. Individuals with high score can be considered to have high level of Job satisfaction and vise-versa.

3.4.2 SELECTION OF THE TEACHING EFFECTIVENESS SCALE

3.4.2.1 Survey of the various tools for measuring Teaching Effectiveness

The investigator surveyed the related literature and found that in most of the Indian studies only following test were used to measure Teaching Effectiveness

Table 3.4.2.1.1: Various Tools for measuring Teaching Effectiveness

Test	Author	Sample	Language
Teacher Rating Scale	R.C. Deva	Teacher	English
Indore Teaching Assessment Scale	B.K.Passi. M.Deshmukh & S.K. Sharma	Teacher	English
Teacher Effectiveness Scale	Umme Kulsum	Teacher	English
Teacher Effectiveness Scale	P. Kumar & D.N. Mutha	Teacher	Hindi
Teacher Efficiency Scale	Chauhan & Jain	Teacher	Hindi
Teacher Efficiency Batery	Visakha	Teacher	Hindi

3.4.2.1 Selection and justification of the Teacher Effectiveness scale

In the present investigation the investigator had selected the **Teacher Effectiveness Scale** constructed by P. Kumar and D.N. Mutha. The reason for the selection of the Teacher Effectiveness

Scale was that the scale has been found suitable in Indian conditions and has been used in studies by several researchers. Further this test is standardized and could be easily applied on the secondary school teachers (vide appendix - ~~iii~~)^{iv}

3.4.2.2 Description of the tool

The selected Teacher Effectiveness Scale constructed by P. Kumar & D.N. Mutha was developed with a view to providing a handy instrument for identifying effective / ineffective teachers, both for fundamental and applied research. The Teacher Effectiveness Scale is a Likert type scale, consisted of 69 highly discriminating items. This is a self-administering scale. There is no time limit for the scale. The area wise distribution of items is as follows

S.No.	Areas	Items	Total
1	Academic	2, 3, 5, 6, 24, 41, 42, 43, 44, 45, 47, 50, 51, 57, 68	15
2	Professional	1, 16, 29, 30, 31, 32, 33, 34, 40, 52, 54, 55, 58	13
3	Social	7, 9, 11, 12, 15, 21, 22, 23, 25, 26, 28	11
4	Emotional	4, 8, 19, 27, 46, 48, 49, 56	8
5	Moral	10, 13, 17, 20, 60, 61, 62, 64, 65, 69	10
6	Personality	14, 18, 35, 36, 37, 38, 39, 53, 59, 63, 66, 67	12

Tool Profile

Tool	Teacher Effectiveness scale
Author	P. Kumar & D.N. Mutha
Nature	Verbal
Group/Individual	Both
Sample	School/College Level teachers
Factors	6
Number of Items	69
Language	Hindi
Validity	Face, Content
Reliability	0.97, .85

3.4.2.4 Reported Psychometric Properties**Reliability:**

Method of reliability	N	r-value	Index of Reliability
SPLIT-HALF	100	0.67	0.82
TEST-RETEST	60	0.75	0.86

Validity: The face validity of the measure is very high. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevance to teacher effectiveness are included in the scale.

Norms of the Scale: Percentile Norms of the scale are available on a sample of 400 subjects. These norms can be regarded as reference point for interpreting the Teacher Effectiveness. Individuals with high score can be considered to most effective teacher and vice-versa.

3.4.3 SELECTION OF THE EMOTIONAL INTELLIGENCE SCALE

3.4.3.1 Survey of the various tools for measuring Emotional Intelligence

The investigator surveyed the related literature and found that in most of the Indian studies only following test were used to measure Emotional Intelligence of the Students.

Table 3.4.3.1.1: Various Tools for measuring Emotional Intelligence

Test	Author	Age	Language
GA MA (General adult Mental ability Scale)	Not Available	19-84	English
Bar One's EQ-i	Bar On	College Level	English
MEIS (Multi factor. Emotional intelligences Scale)	Not Available	College Level	English
Emotional Maturity Scale	Singh & Bhargawa	College Level	English, Hindi
Emotional Stability test for children	A Sen Gupta & A.K.Singh	School Level	English
Emotional Intelligence Scale	Mala Tewary & J. K. Joshi	College Level	Hindi
Emotional Intelligence Scale	Anukool Hyde Sanjyot pethe, Upinder Dhar	College Level	Hindi, English

3.4.3.2 Selection and justification of the emotional intelligence scale

In the present investigation the investigator had selected the emotional intelligence scale constructed by Anukool Hyde, Sanjyot Pethe

& Upinder Dhar. The reason for the selection of the emotional intelligence scale was that the scale has been found suitable in Indian conditions and has been used in studies by several researchers. Further this test is standardized and could be easily applied on the Hindi speaking population (vide Appendix -iv)

3.4.3.3 Description of the tools

A panel of 50 judges with post graduate degree and more than 10 years experience in their relevant filed was prepared this test. The 34 items thus chosen were administrated on 200 executives and the scores obtained were subjected to factor analysis and 10 factors were identified. These are self awareness, empathy, self motivation, emotional stability, managing relation, integrity, self development value orientation commitment and altruistic behavior.

The final form of the scale constituted 34 items. The Hindi version of the final item was prepared in consultation with 10 judges who were well versed both English as well as Hindi.

Tool Profile

Tool	Emotional Intelligence Scale
Author	Anukool Hyde, Sanjyot Pathel & Upinder Dhar
Nature	Verbal
Group/Individual	Both
Sample	Adolescent and adult
Factors	10
Number of Items	34
Language	Hindi & English
Validity	0.93
Reliability	0.88

3.4.3.4 Reported Psychometric Properties

Reliability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

Validity: The face and content validity of the scale was determined. The validity index was calculated which indicated high validity on account of being 0.93.

Norms of the Scale: Norms of the Scale are available on a sample of 200 subjects. These norms can be regarded as reference point for interpreting the Emotional Intelligence. Individuals with high score can be considered to have high level of Emotional Intelligence and are likely to be high performers.

3.5 ADMINISTRATION OF THE TOOLS

The instructions printed on the response sheet are sufficient to take care of the questions that are asked. No time limit should be given for completing the scale/questionnaire.

Before administering the scale/questionnaire, it is advisable to emphasize orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential.

It should also be emphasized that there is no right or wrong answer to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale/questionnaire is meant to know the difference between individuals and not meant to rank them as good or bad.

3.6 SCORING OF THE TOOLS

3.6.1 SCORING OF JOB SATISFACTION QUESTIONNAIRE

All the items except 6 and 29 are positively worded. All these items are given a score of 1 for positive responses except 6 and 29, in

which case reverse is applicable. The sum of these values gives the job satisfaction score for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction.

3.6.2 SCORING OF TEACHER EFFECTIVENESS SCALE

All the 69 items of the scale are positively worded. Items are given a score of 5, 4, 3, 2 and 1 for 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree' respectively. The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher effectiveness.

3.6.3 SCORING OF EMOTIONAL INTELLIGENCE

Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

3.7 STATISTICAL TECHNIQUE USED

The role of statistics in research is to function as a tool in designing research, analyzing its data and drawing conclusions. The researcher adopted various descriptive and inferential statistical measures in order to arrange and draw out the essence from the collected data.

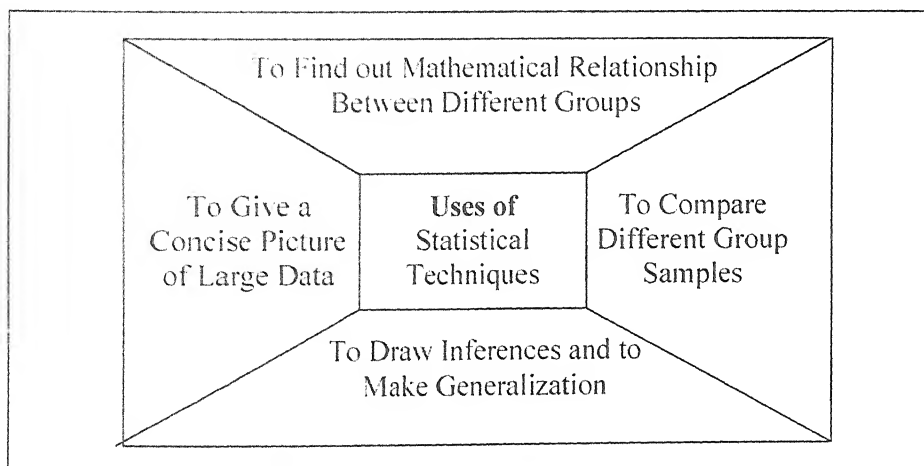


Fig. 3.7.1 Uses of Statistical Techniques

3.7.1 DESCRIPTIVE STATISTICAL TECHNIQUES

Certain Descriptive statistics were computed in order to describe the nature and distribution of scores and as a base for inferential statistics. The used techniques were.

1. **Mean:** The mean values were computed to describe average status of Job Satisfaction, Teacher Effectiveness and Emotional Intelligence of secondary school teachers.
2. **Median:** The median values of the various scores were also computed to study the nature of the distribution of the scores and to compute the values of dispersion from normality.
3. **Coefficient of Correlation:** The values of zero order coefficient of correlation were computed mainly between the various sets of scores to study the relationship between the dependent and independent variables.
4. **Standard Deviation:** To study the variation in the scores of dependent and independent variables, standard deviations were calculated.
5. **Quartile Deviation:** Quartile deviations were computed in order to study skewness in the distribution of scores.
6. **Frequency Polygon:** To present frequency distribution graphically and to analysis numerical data, frequency polygons were drawn.
7. **Bar Diagram:** It was used to compare the mean values and standard deviations of dependent and independent variable.
8. **Skewness:** Skewness is the degree of asymmetry of a distribution. Skewness was calculated for knowing the nature of distribution score.

9. Kurtosis: These values were also computed in order to study the normalcy of the distribution of scores of various variables to ensure about the application of the higher statistical values.

3.7.2 INFERENCE STATISTICAL TECHNIQUES

The following inferential statistics was used in the present study to test the hypotheses of the study as well as to draw defined conclusions on the basis of the results obtained by the tests.

- 1. Critical Ratio Test:** Under the test of significance critical ratio test was used to compare the two groups and to study the significant difference exist in Job satisfaction, Teacher Effectiveness and Emotional Intelligence of secondary school teachers.

OVERVIEW OF THE CHAPTER

In the chapter, the design of the study was outlined. A sequential schedule of the steps involved has been given. Selected Institutions of data collection are described and the reasons of their selection are also mentioned. The methodology of the study was Descriptive survey method. The different tests for measuring Job Satisfaction, Teacher Effectiveness and Emotional Intelligence have been described. Different statistical techniques, which were suitable for computation of scores, were given.

The next chapter presents the analysis and interpretation of the data and results derived.

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF THE DATA

Chapter-IV

ANALYSIS AND INTERPRETATION OF THE DATA

The set of data collected is considered as a base upon which the structure of the research rests. the analysis and interpretation is considered the wheel of the whole research machinery, without which data and other material have no specific function to perform. It involves breaking down existing complex factors into simplex and putting the parts together in new arrangement for the purpose of the interpretation. In the words of **Wolfe (1956)** "The process of analysis and synthesis of the collected data is the foundation stone of all specific methods". Thus analysis and interpretation give shape and form to objectives of the study.

An overview of the problem, its design and the actual procedure employed by the researcher to collect the data about various predictive and criterion variables have been discussed in the earlier chapters.

The **aim** of the present study was to study the Job Satisfaction and Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence. Thus, analysis and interpretation of the data was done to attain the objectives of the study.

Before the actual analysis of the data, it was considered appropriate to know whether the sample is representative of the target population, so the generalization of the results could be made authentically.

Thus, the present chapter has been organized under following heads:-

- Representativeness of the sample.
- To Study the Emotional Intelligence of secondary school teachers.
 - ✓ Status of Emotional Intelligence of secondary school teachers.
 - ✓ Comparison of Emotional Intelligence of male and female secondary school teachers.

- To Study the Job Satisfaction of secondary school teachers.
 - ✓ Status of Job Satisfaction of secondary school teachers.
 - ✓ Comparison of Job Satisfaction of male and female secondary school teachers.
 - ✓ Study of Job Satisfaction of secondary school teachers in relation to their Emotional Intelligence
- To Study the Teaching Effectiveness of secondary school teachers.
 - ✓ Status of Teaching Effectiveness of secondary school teachers.
 - ✓ Comparison of Teaching Effectiveness of male and female secondary school teachers.
 - ✓ Study of Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence
- Relationship between Job Satisfaction and Teaching effectiveness of secondary school teachers.

4.1 REPRESENTATIVENESS OF THE SAMPLE

The primary consideration in determining the representativeness of the sample is the distribution of the scores. obtained on a well-defined variables and the standard error of measures obtained.

In relation to the present investigation, Job Satisfaction, Teaching Effectiveness and Emotional Intelligence were considered as the relevant variables for testing the representativeness of the selected sample. The reason behind this, that these variables are well defined in relation to the normal distribution in the universe.

Therefore, it was decided to study the nature of the distribution of the scores obtained from the tools, used to measure the Job Satisfaction, Teaching Effectiveness and Emotional intelligence and confirmed the representativeness of the respondent sample under study. The descriptions of the analysis are presented under following heads.

4.1.1 FREQUENCY DISTRIBUTION OF JOB SATISFACTION SCORES FOR MALE, FEMALE AND TOTAL SAMPLE

In order to scrutinize the nature of Job Satisfaction scores in the selected population of male and female subjects, the scores procured on Job Satisfaction Scale were asserted in a tabular form, which is given in the table 4.1.1.1

Table 4.1.1.1 Frequency distribution of Job Satisfaction Scores for Male, Female and Total Sample

C.I.	Male		Female		Total Sample	
	f	Smf	f	Smf	f	Smf
00-05	0	7	0	9	0	16
05-10	21	30.67	27	32.67	48	63.33
10-15	71	46.33	71	47.33	142	93.67
15-20	47	42.67	44	41	91	83.67
20-25	10	19.33	8	17.33	18	36.67
25-30	1	3.67	0	2.67	1	6.33
30-35	0	0.33	0	0	0	0.33
Total	150		150		300	

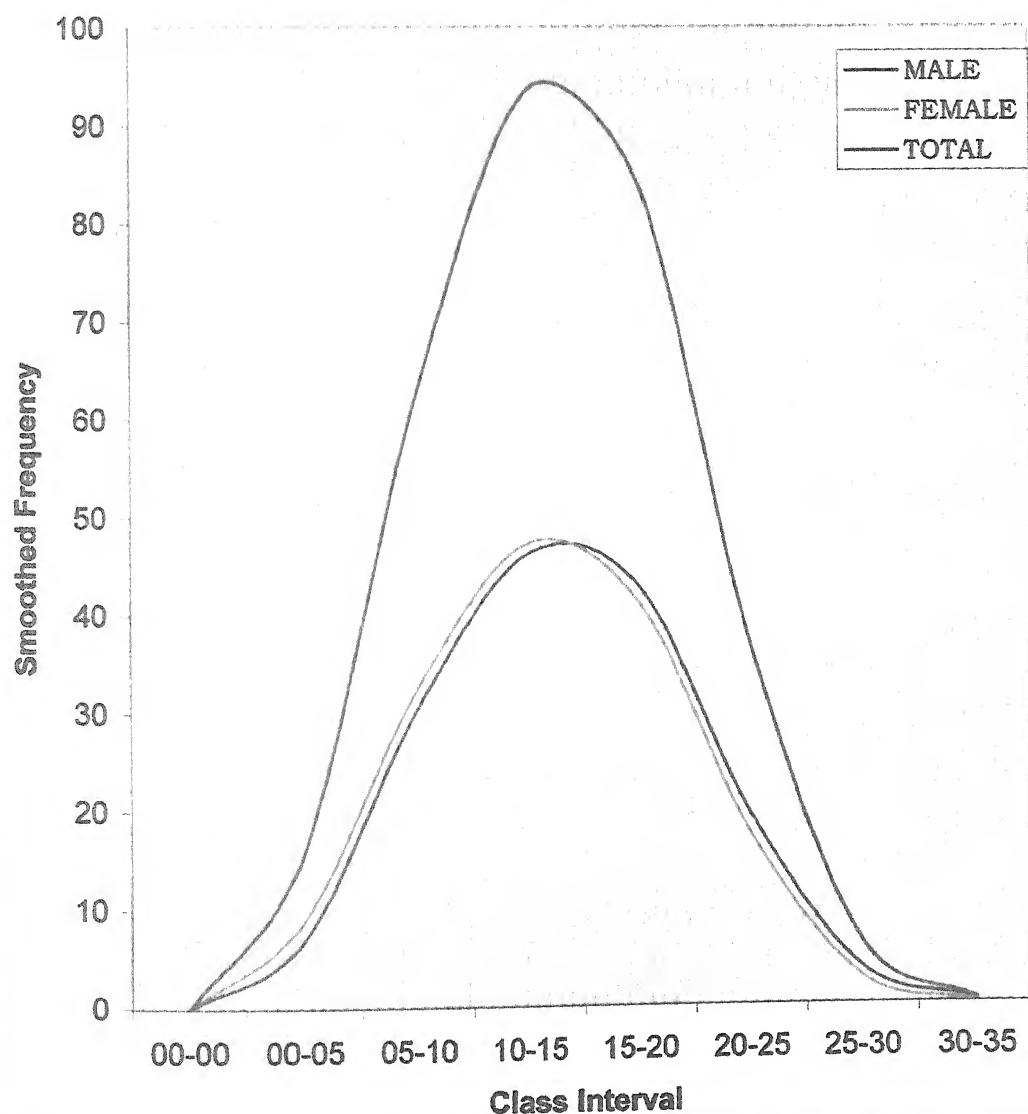
A careful study of the above table reveals that the most of the scores of the Job Satisfaction of male, female and total sample are concentrated in the middle of the distribution and gradual decreases through the left and right end of the distribution. The pictorial representation (fig 4.1.1.1) of the nature of distribution of Job Satisfaction scores also supports the above observation.

Further, to see the distribution divergency, the values of mean, median, standard deviation, skewness and kurtosis were also computed and have been shown in the table 4.1.1.2:

Table 4.1.1.2 Statistical values of Job Satisfaction Scores of Male, Female and Total Sample

Stat values Groups	N	M	Md	S.D	Sk	Ku
Male	150	13.30	14	3.88	0.520	0.095
Female	150	14.47	14	3.85	0.347	0.066
Total Sample	300	13.86	14	3.86	0.469	0.228

Fig 4.1.1.1 Frequency distribution of Job Satisfaction Scores for Male, Female and Total Sample



The above table and figure affirms the fact that the scores of Job Satisfaction for male, female and total sample are accumulated at the center of the distribution, besides the slight and insignificant positive skewness because the values are very low and insignificant. The kurtosis values indicate slight leptokurtosis in the distribution for male, female and total sample.

Though, there is a slight skewness and leptokurtosis in the scores of Job Satisfaction of male, female and total sample, as these are very low and may be due to the sample fluctuation and size of the sample on the whole. It is evident from the above-mentioned statistical facts that scores of Job Satisfaction under study are normally distributed in the universe.

4.1.2 FREQUENCY DISTRIBUTION OF TEACHING EFFECTIVENESS SCORES FOR MALE, FEMALE AND TOTAL SAMPLE

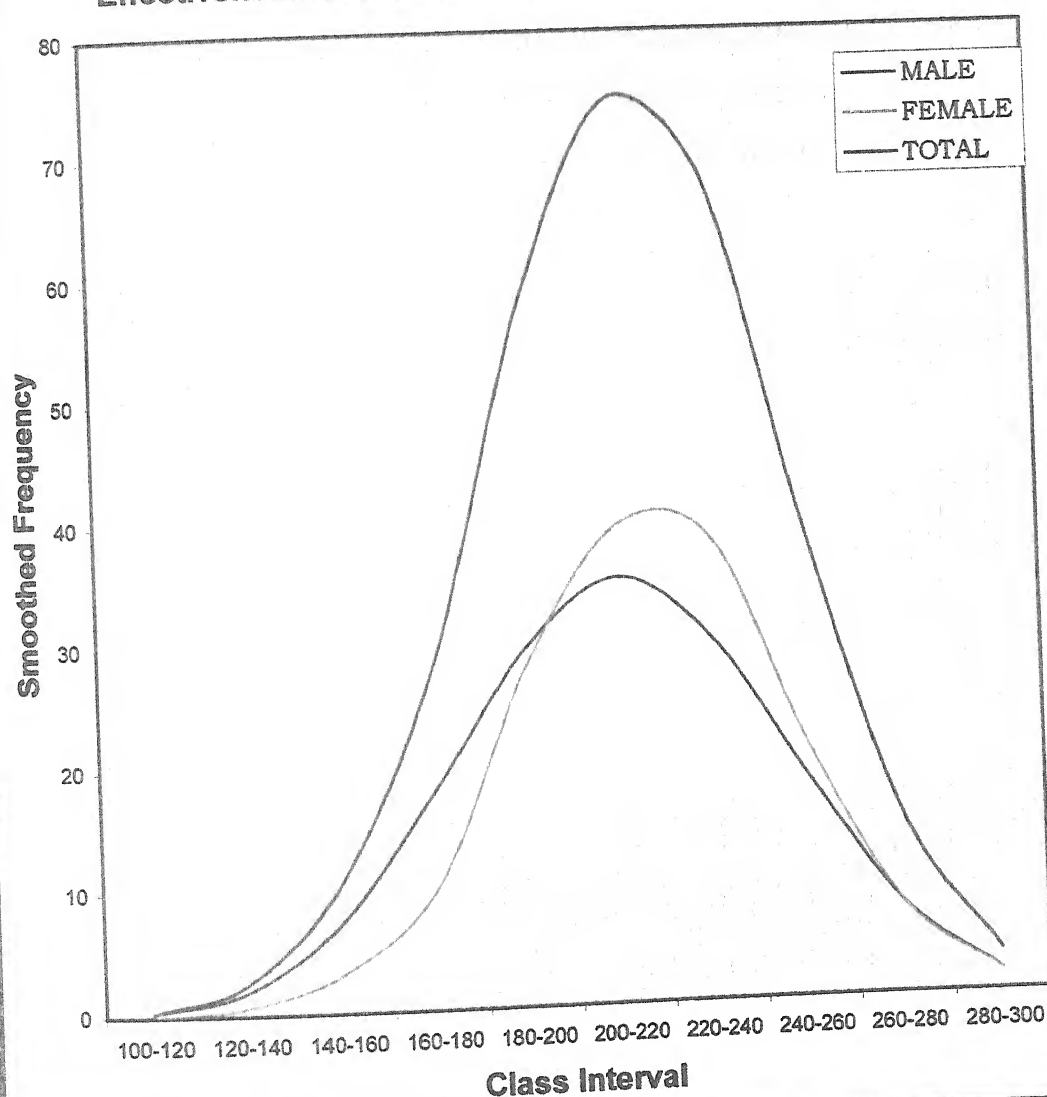
After studying the nature of the distribution of Job Satisfaction scores of male and female sample in the population, the Teaching Effectiveness scores for male and female sample in the population were studied by organizing the scores in tabular form and preparing the frequency distribution of the scores, which is given in the table 4.1.2.1.

Table 4.1.2.1. Frequency distribution of Teaching Effectiveness Scores for male, female and Total Sample

C.I.	Male		Female		Total Sample	
	f	Smf	f	Smf	f	Smf
100-120	0	0.33	0	0	0	0.33
120-140	1	2	0	0.67	1	2.67
140-160	5	7.67	2	3.33	7	11
160-180	17	18.33	8	10.33	25	28.67
180-200	33	29.67	21	28.33	54	58
200-220	39	35	56	39.33	95	74.33
220-240	33	29.67	41	38	74	67.67
240-260	17	18	17	20.67	34	38.67
260-280	4	7.33	4	7.33	8	14.67
280-300	1	1.67	1	1.67	2	3.33
Total	150		150		300	

From the observation of the above table reveals that the most of the scores of teacher effectiveness of male teachers, female teachers and total sample are concentrated in the middle of the distribution and gradual decreases through the left and right end of the distribution. The pictorial representation (fig. 4.1.2.1) of the nature of the distribution of scores also support the above observation.

Fig 4.1.2.1. Frequency distribution of Teaching Effectiveness Scores for male, female and Total Sample



Further to see the distribution divergency, the values of mean, median, standard deviation, skewness and kurtosis were also computed and have been shown in the table 4.1.2.2.

Table 4.1.2.2 Statistical values of Teaching Effectiveness Scores for male, female and Total Sample

Statistical Values Groups	N	M	Md	SD	Sk	Ku
Male	150	209.13	210.5	28.21	-0.120	0.043
Female	150	216.92	216	23.11	-0.117	0.662
Total Sample	300	213.02	214.5	26.03	-0.203	0.285

The table 4.1.2.2 reaffirms the fact that the scores of Teacher Effectiveness for male teachers, female teachers and total sample are accumulated at the centre of the distribution, besides the slight and insignificant negative skewness because the values are very low and insignificant.

The kurtosis values indicate slight platy kurtosis in the distribution female and total sample but slight leptokurtosis in distribution for the scores of male teachers.

Though, there is a slight skewness and kurtosis in the scores of teacher effectiveness of male teachers, female teachers and total sample, as these are very low and may be due to sample fluctuation and size of the sample on the whole. It is evident from the above-mentioned statistical facts that scores of Teacher Effectiveness for this sample are normally distributed in the universe.

4.1.3 FREQUENCY DISTRIBUTION OF EMOTIONAL INTELLIGENCE SCORES FOR MALE, FEMALE AND TOTAL SAMPLE

In order to scrutinize the nature of Emotional Intelligence scores in the selected population of male and female subjects, the scores procured on Emotional Intelligence Scale were asserted in a tabular form, which is given in the table 4.1.3.1

Table 4.1.3.1 Frequency distribution of Emotional Intelligence Scores for Male, Female and Total Sample

C.I.	Male		Female		Total Sample	
	f	Smf	f	Smf	f	Smf
70-80	0	1.67	0	0	0	1.67
80-90	5	4.67	0	2	5	6.67
90-100	9	10.33	6	7	15	17.33
100-110	17	20	15	20.67	32	40.67
110-120	34	28	41	36	75	70.67
120-130	33	29.67	52	39.67	105	76
130-140	22	21	26	28.67	48	56.33
140-150	8	10.67	8	12	16	22.67
150-160	2	3.33	2	3.33	4	6.67
160-170	0	0.67	0	0.67	0	1.33
Total	150		150		300	

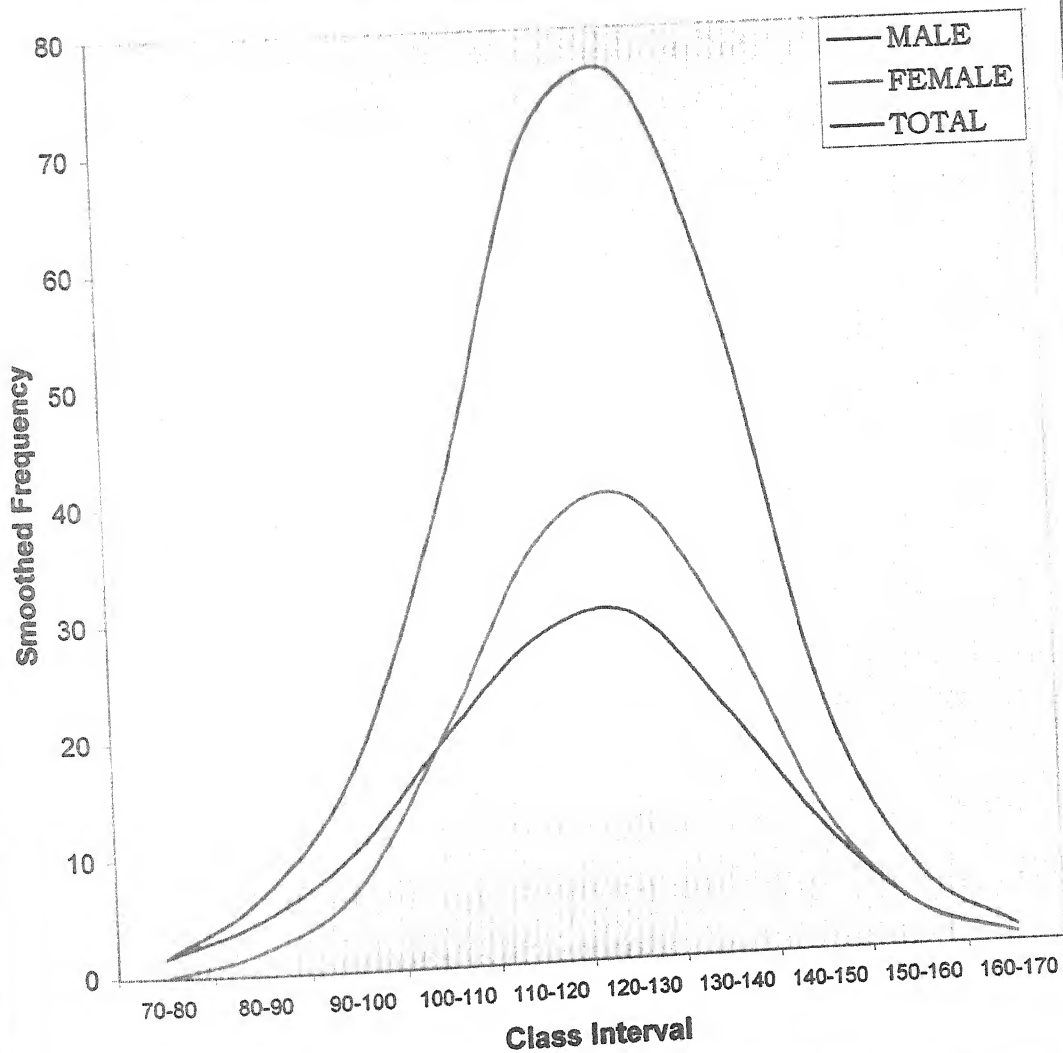
A careful study of the above table reveals that the most of the scores of the Emotional Intelligence of male, female and total sample are concentrated in the middle of the distribution and gradual decreases through the left and right end of the distribution. The pictorial representation (fig 4.1.3.1) of the nature of distribution of Emotional Intelligence scores also support the above observation.

Further, to see the distribution divergency, the values of mean, median, standard deviation, skewness and kurtosis were also computed and have been shown in the table 4.1.3.2.

Table 4.1.3.2 Statistical values of Emotional Intelligence Scores of Male, Female and Total Sample

Statistical values Groups	N	M	Md	S.D	Sk	Ku
Male	150	118.82	122	14.02	-0.40	0.249
Female	150	121.61	122	12.12	-0.077	0.199
Total Sample	300	120.21	122	13.16	-0.256	0.253

Fig 4.1.3.1 Frequency distribution of Emotional Intelligence Scores for Male, Female and Total Sample



The above table and figure affirms the fact that the scores of Emotional Intelligence for male, female and total sample are accumulated at the center of the distribution. besides the slight and insignificant negative skewness because the values are very low and insignificant. The kurtosis values indicate slight leptokurtosis in the distribution for male and female and total sample.

Though, there is a slight skewness and leptokurtosis in the scores of Emotional Intelligence of male, female and total sample, as these are very low and may be due to the sample fluctuation and size of the sample on the whole. It is evident from the above-mentioned statistical facts that scores of Emotional Intelligence under study are normally distributed in the universe.

4.2 TO STUDY THE EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

4.2.1 STATUS OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS.

After studying the nature of scores of emotional intelligence, the status of secondary school teachers in relation to their emotional intelligence was studied. To achieve this objective, three categories of teachers viz. above average, average & below average emotionally intelligent were made. For this purpose the norms given in the manual were used. According to the manual of Emotional Intelligence Scale, the score attain above 85 were considered as above average emotionally intelligent. The scores below 53 obtained by the secondary school teachers were considered as below average emotionally intelligent and scores between 85-53 were considered as average emotionally intelligent. The sex wise distribution of the three categories of teachers is shown in table 4.2.1.1.

Table 4.2.1.1 The Number and Percentage of Above Average, Average and Below Average Teachers in relation to their Emotional Intelligence Level

Category	Male	Female	Total
Above Average	148 (98.66%)	150 (100%)	298 (99.33%)
Average	2 (1.34%)	0 (0.00%)	2 (.67%)
Below Average	0 (0.00%)	0 (0.00%)	0 (0.00%)
Total	150 (100%)	150 (100%)	300 (100%)

From the above table, it is clear that all most all secondary school teachers are above average emotionally intelligent reason behind this may be that the higher education makes them mature and more emotionally stable and develop Self awareness, Self regulation, Empathy & Social skills.

4.2.2 COMPARISON OF EMOTIONAL INTELLIGENCE OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

One of the objective of the study was "To study the emotional intelligence of secondary school teachers in relation to gender." To fulfill this objective a comparison was made between means of emotional intelligence of male and female secondary school teachers.

The mean values of emotional intelligence scores for male and female have been found 118.82 and 121.61 respectively, which shows that the both groups have *same* in their emotional intelligence. Female have *same* level of emotional intelligence in comparison to male.

The Statistical evidences are in favour of general observations that the emotional intelligence of male and female are *equal*. To go in to

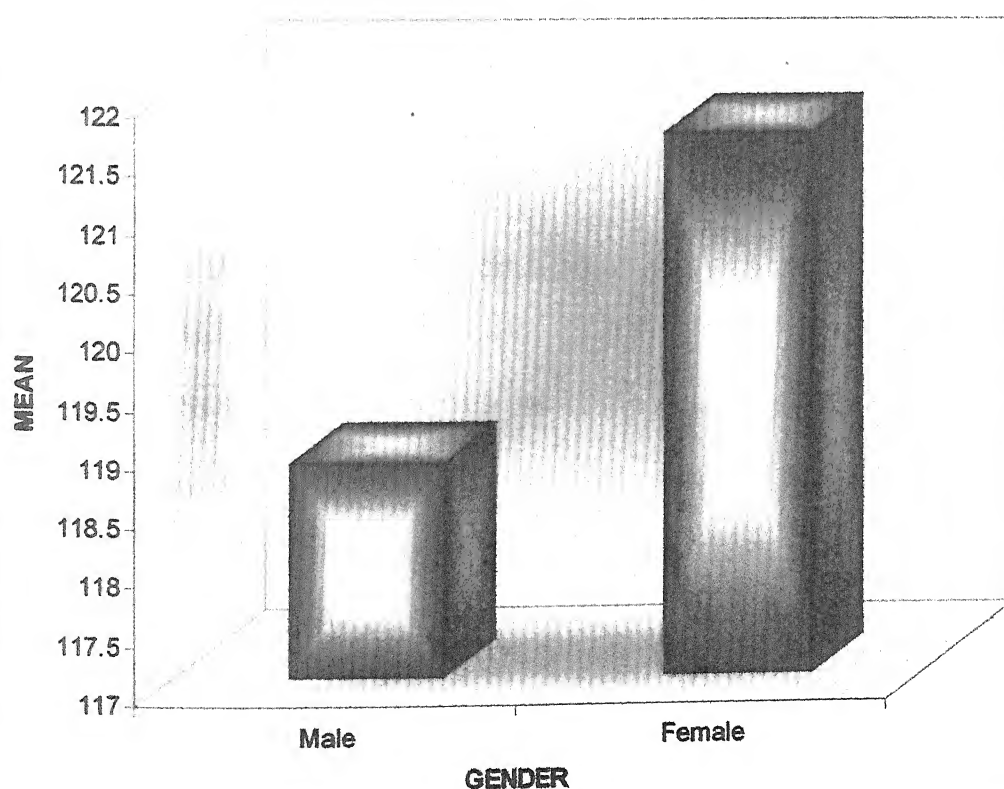
the detail and to find out the validity of observation the CR values were calculated and presented in table 4.2.2.1 given below.

Table 4.2.2.1 Mean, SD and CR Values of Emotional Intelligence Scores of male and female teachers

Gender	N	M	SD	C.R.	p
Male	150	118.82	14.02	1.94	Insignificant at .05 level
Female	150	121.61	12.12		

It is evident from the table that the CR value for male and female teachers is ⁱⁿsignificant at .05 level for df 298. Results are showing that there is ^{no} significant difference in the mean of emotional intelligence scores of the male and female teachers.

FIG 4.2.2 BAR DIAGRAM SHOWING COMPARISON BETWEEN EMOTIONAL INTELLIGENCE OF MALE AND FEMALE TEACHERS



This reveals that male and female teachers are equal in their emotional intelligence level i.e. female teachers have *same* level in Self-awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self-development, Value-orientation, Commitment and Altruistic behaviour in comparison to their counterparts ie. male. Reason behind this may be that, with the advancement of education in social sphere there is no discrimination amongst male and female, in providing them equal opportunities for expose their emotions and abilities. As a result female develop *same* level of emotional intelligence in them to male.

A pictorial representation (vide fig 4.2.2) of the means of emotional intelligence of the two groups ie. Male and female secondary school teachers, also confirm this fact.

This Study corroborates with the study of **Singh (1993)**, **Richardson (2000)**, **Dearkser (2002)** and **Sharma (2003)**, which shows that both male & female groups have adequate emotional maturity and emotional intelligence to deal with environment. The studies conducted by **Reiff (2001)** and **Hopkins (2005)**, however, supports the findings of this study.

4.3 TO STUDY THE JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

4.3.1 STATUS OF JOBSATISFACTION OF SECONDARY SCHOOL TEACHERS

To study the status of secondary school teachers in relation to their Job Satisfaction, three categories of teacher's viz. more satisfied, average satisfied & less satisfied with their job, were made. For this purpose the norms given in the manual were used. According to the manual of Job

Satisfaction Scale. the score attain above 18 were considered as more satisfied teachers. The scores below 13 obtained by the secondary school teachers were considered as less satisfied and scores between 18-13 were considered as average satisfied teachers. The sex wise distribution of the teachers is shown in table 4.3.1.1.

Table 4.3.1.1 The Number and Percentage of more satisfied, average satisfied & less satisfied Teachers in relation to their Job

Category	Male	Female	Total
More satisfied	19 (12.67%)	21 (14%)	40 (13.33%)
Average satisfied	83 (55.33%)	77 (51.33%)	160 (53.34%)
Less satisfied	48 (32%)	52 (34.67%)	100 (33.33%)
Total	150 (100%)	150 (100%)	300 (100%)

From the above table, it is clear that all most 54% secondary school teachers are average satisfied with their job because they have average attitude towards profession, working condition, authority and institution. It is also clear that only 13% teachers are more satisfied and 33% teachers are less satisfied with their job.

4.3.2 COMPARISON OF JOB SATISFACTION OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

The hypothesis that was framed to study the Job Satisfaction of secondary school teachers in relation to gender was that 'There exists no significant difference in job satisfaction of male and female secondary school teachers.' To test this hypothesis t-test was applied. The difference

of mean scores of male and female teachers on Job Satisfaction was computed. Its significance was, then, tested, by using the t-test. The t-value was found to be 2.53 (table 4.3.2.1), which is significant at .05 level of significance for df 298.

Table 4.3.2.1 Mean, SD and CR Values of Job Satisfaction Scores of male and female teachers

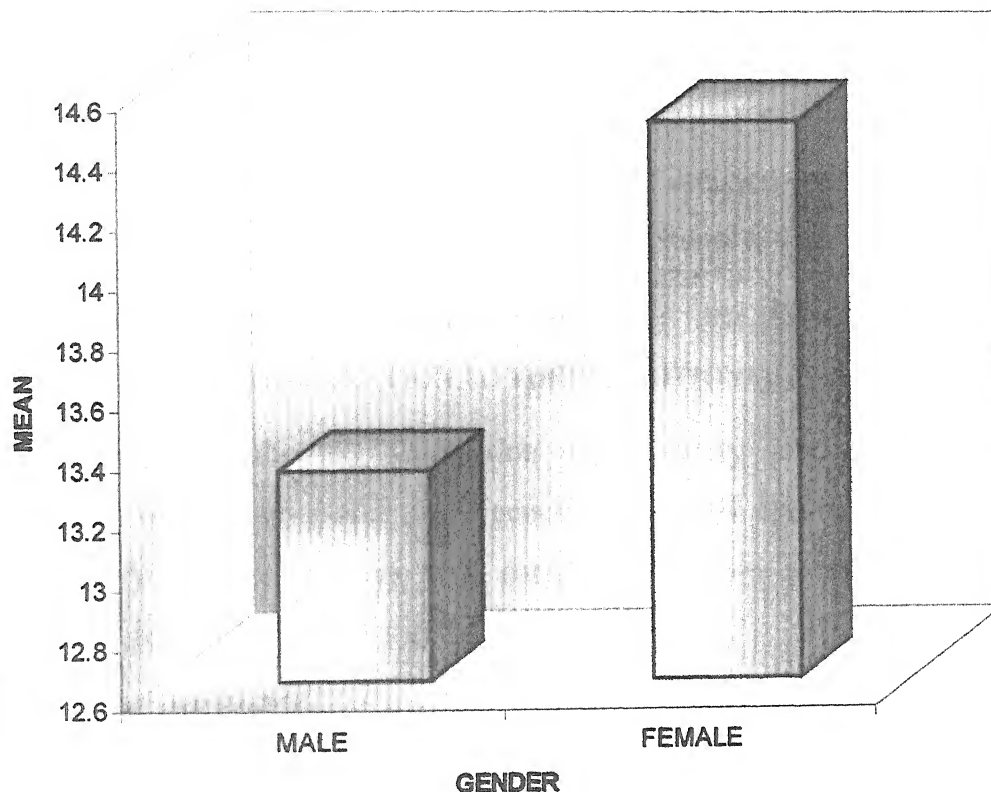
Gender	N	M	SD	C.R.	p
Male	150	13.30	3.88	2.53	Sig at .05 level
Female	150	14.47	3.85		

Hence, the hypothesis was rejected and it was concluded that there is a significant difference between the levels of job satisfaction of male and female teachers. It may be seen from table 4.3.2.1 that the mean of Job Satisfaction score of female teachers is 13.30 while that of the male teachers is 14.47. It may be inferred from this, that the female teachers appear to be more satisfied with their jobs as compared to male teachers. This fact is also evident from the pictorial representation of means of two groups. (vide fig 4.3.2)

The result obtained appears to be quite plausible. This is what one may expect under circumstances prevailing in India. In India, the ladies prefer to work as teachers, since it is less exiting and can be conveniently carried on simultaneously along with various domestic responsibilities that they are expected to perform. Since this is the job that suits them most, they must remain more satisfied having got one. On the other hand, male teachers give priority to jobs, which bring them more power, prestige and money. Teaching job is said to be the last on their priority list. They go for teaching job only when nothing better is

available. Obviously, they should not be expected to be very happy on the job, which is not of their choice. Hence, the difference in the levels of Job Satisfaction of male and female teachers in favour of female teachers may be seen to be the logical consequence and the artifact of socio-cultural environment prevailing in the country.

FIG 4.3.2 BAR DIAGRAM SHOWING OMPARISION OF JOB SATISFACTION BETWEEN MALE AND FEMALE TEACHERS



This finding of the study is supported by the studies made by Merrill (1970), Yong (1969), Morgan (1975), Cortis (1976), Perry (1977) and Keffer (1977). In India Anand (1972), Bernard and Kulandaivel (1976), Mathur (1994) studies also revealed that women teachers were more satisfied then men teachers. Singh (1974) also found that female and unmarried teachers were more satisfied than the male and married teachers.

In all, the studies conducted in India, the researchers have found that female teachers are more satisfied with their jobs in comparison to male teachers. In most of the studies conducted abroad also found similar results. However, in a few studies viz; **Huntington (1976), Manthe (1976), Hallum (1975) and Hammer (1971), Vattalsong (1983), Anant (1984) and Woodruff (1992)** have found no significant difference between the levels of Job Satisfaction of male and female teachers. Not a single study was found in which female teachers were found to be less satisfied with their job than the male teachers.

The research evidences seem to be more in favour of finding. Keeping this fact and also the socio-cultural ethics of the country in mind, it seems more plausible that women teachers of secondary school of Jhansi district are more satisfied with their jobs as compared to male teachers.

4.3.3 STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

To study the job satisfaction of secondary school teachers in relation to their emotional intelligence, first of all, the total sample of secondary school teachers was categorized in two groups i.e. more satisfied teachers and less satisfied teachers.

For the making of these two extreme groups, the **Kelly Method (1938)** was used. On the basis of **Kelly method (1938)**, total scores of Job Satisfaction of teachers were arranged from highest to lowest and then the top 27 % (more satisfied teachers) and the bottom 27 % (less satisfied teachers) were selected. Thus the total score was the criterion for making these two extreme groups. To make a comparison between these two groups of teachers, critical ratios were applied to test the significance of the difference between the mean of emotional intelligence of two groups, which are given below in the table 4.3.3.1

Table 4.3.3.1 Mean, S. D. and C. R. value of emotional intelligence of more & less satisfied teachers

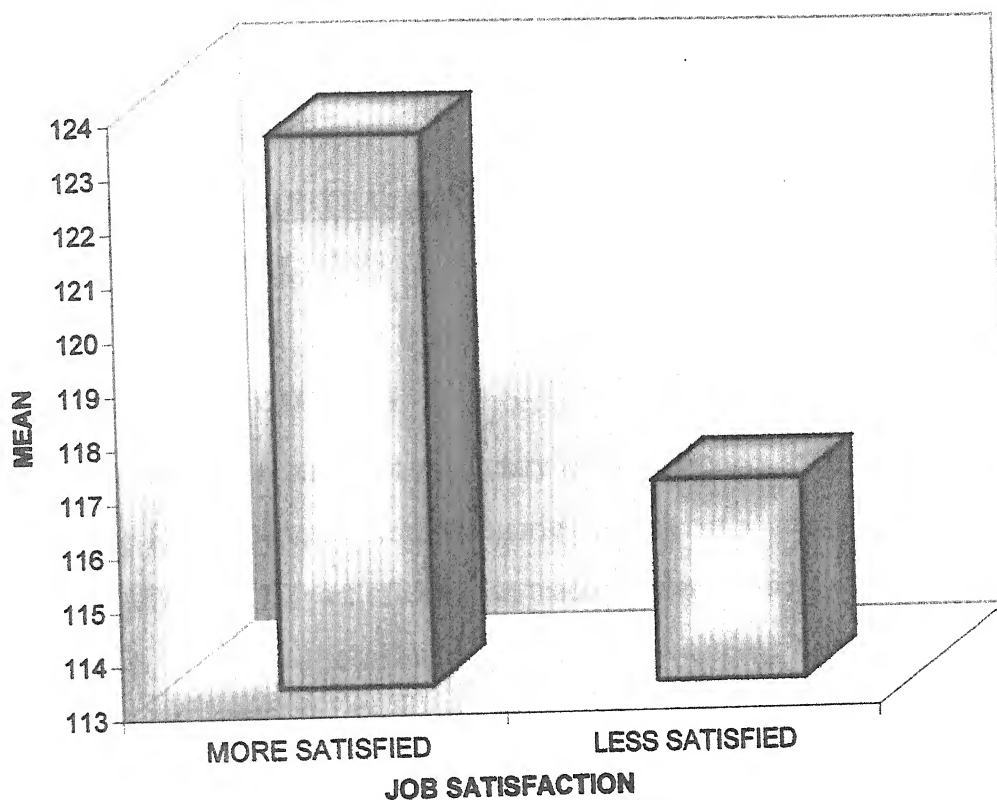
Group	N	M	SD	CR	p
More Satisfied Teachers	81 (Top 27% of 300)	123.22	10.79	4.21	Sig at .01 level
Less Satisfied Teachers	81 (Top 27% of 300)	116.74	12.59		

Table shows comparison of more and less satisfied secondary school teachers on their emotional intelligence. Obtained t-value is 4.21, which is significant at .01 level of confidence for df 160. It means the two groups of teachers, namely more satisfied and less satisfied teachers with their job differ significantly on their emotional intelligence. This fact is also evident from the pictorial representation of means (vide fig 4.3.3). Table 4.3.3.1 shows superiority of more satisfied teachers in terms of their emotional intelligence, to their counterpart ie. less satisfied secondary school teachers. It also indicates that, if, 100-sample unit are taken out of the same population, only one case would be different from the present case.

It is obvious from the table that high emotional intelligent teachers are more satisfied with their job and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect job satisfaction positively. Emotional intelligence develop them positive attitude towards profession, working conditions, authority and institution.

The finding of the study is supported by the study of **Sharma (2003)**. The study of **Sharma (2003)** revealed that the emotional intelligence and job satisfaction is positively correlated. So, it can be said that high emotional intelligent teachers are more satisfied with their job and as the degree of emotional intelligence decreases or increases, degree of job satisfaction decreases or increases in same proportion.

FIG 4.3.3 BAR DIAGRAM SHOWING OMPARISION OF EMOTIONAL INTELLIGENCE BETWEEN MORE SATISFIED AND LESS SATISFIED TEACHERS



To see the pattern and trends of the relationship between the scores of job satisfaction and emotional intelligence of the secondary school teachers, Zero-Order Correlation between these two variables were computed. The obtained values of the zero order coefficient of correlation are presented in the table 4.3.3.2.

Table 4.3.3.2 Coefficient of Correlation between Emotional Intelligence and Job Satisfaction

Factors	Emotional Intelligence	
	Coefficient of Correlation (r)	0.26
Job Satisfaction	Level of Significance (p)	>.01

It may be observed from table 4.3.3.2, that the emotional intelligence of secondary school teachers is significantly related with Job Satisfaction ($r = 0.26$). The correlation reveals the fact that emotional intelligence and Job Satisfaction do not operate independently but with the increases in scores of emotional intelligence, Job Satisfaction also increases and vice versa.

4.4 TO STUDY THE TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

4.4.1 STATUS OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

To study the status of secondary school teachers in relation to their Teaching Effectiveness, three categories of teacher's viz. most effective, average effective & least effective in teaching were made. For this purpose the norms given in the manual were used. According to the manual of Teaching Effectiveness Scale, the score attain above 302 were considered as most effective teachers. The scores below 285 obtained by the secondary school teachers were considered as least effective teachers and scores between 302-285 were considered as average effective teachers. The sex wise distribution of the teachers is shown in table 4.4.1.1.

Table 4.4.1.1 The Number and Percentage of Most effective, Average effective & Least effective Teachers in teaching

Category	Male	Female	Total
Most effective	33 (22%)	37 (24.67%)	70 (23.33%)
Average effective	80 (55.33%)	98 (65.33%)	178 (59.34%)
Least effective	37 (24.67%)	15 (10%)	52 (17.33%)
Total	150 (100%)	150 (100%)	300 (100%)

From the above table, it is clear that all most 60% secondary school teachers are average effective in teaching because they have average in academic, professional, social, emotional, moral and personality areas. It is also clear that only 23% teachers are most effective teachers and 17% teachers are least effective in teaching.

4.4.2 COMPARISON THE TEACHING EFFECTIVENESS OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

One of the objective of the study was "to study the teaching effectiveness of secondary school teachers in relation to gender." the hypothesis that was framed in this context was that 'There exists no significant difference in teaching effectiveness of male and female teachers.' To test this hypothesis t-test was applied. The difference of mean scores of male and female teachers on teaching effectiveness was computed and shown in table 4.4.2.1

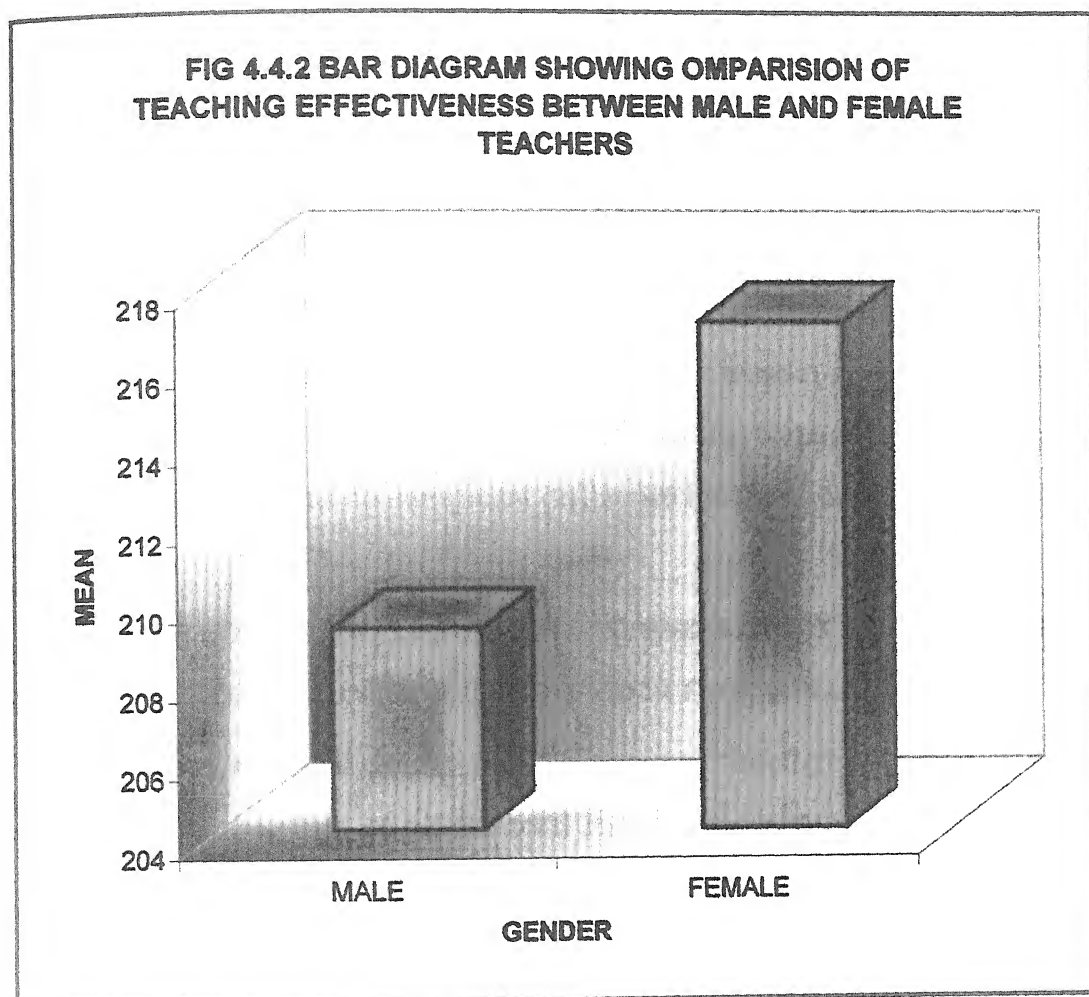
Table 4.4.2.1 Mean, SD and CR Values of Teaching Effectiveness Scores of male and female teachers

Gender	N	M	SD	C.R.	p
Male	150	209.13	28.21	2.62	Sig at .01 level
Female	150	216.92	23.11		

The mean values of teaching effectiveness scores for male and female have been found 209.13 and 216.92 respectively, which shows that the both groups have difference in their teaching effectiveness. Female have higher level of teaching effectiveness in comparison to male. Pictorial representation (vide fig. 4.4.2) also supports this fact.

The Statistical evidences are in favour of general observations that the teaching effectiveness of male and female are not equal. Its

significance was, then, tested, by using the t-test. The t-value was found to be 2.62, which is significant at .01 level for df 298.



Hence, the hypothesis that was framed in this context was rejected and it was concluded that there is a significant difference between the teaching effectiveness of male and female teachers. It may be inferred that the female teachers appear to be more effective in teaching as compared to male teachers.

The finding seems to be quite logical and usual. It can be argued that being the artifact of Indian culture and social environment, the teaching job suits the female teachers most of all other jobs. Hence, the female teachers perhaps have greater teaching effectiveness. For this reason they, perhaps, have more positive attitude towards it. In case of

male teachers the job of teaching is perhaps the last choice. There are other jobs, which they like more. Hence, they are likely to have less favourable attitude towards teaching and less teaching effectiveness in comparison to female. In this background the present finding may be considered as one, which is expected under the circumstances prevailing in our society.

This finding of the study is supported by the studies made by **Cockley (1978)**, **Singh (1991)**, **Vasanthi & Anandhi (1997)** and **Mcclains (1998)**. These studies revealed that women teachers were more effective than men teachers. However, **Babu, Ganaguru and selvaraj (1997)** have found no significant difference between the levels of teaching effectiveness of male and female teachers.

4.4.3 STUDY OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

To study the effect of Emotional Intelligence on Teaching Effectiveness, first of all the total sample of secondary school teachers was categorized in two groups i.e. most effective teachers and least effective teachers with reference to their teaching.

For the making of these two extreme groups, the **Kelly Method (1938)** was used. On the basis of **Kelly method (1938)**, total scores of Teaching Effectiveness of teachers were arranged from highest to lowest and then the top 27 % (most effective teachers) and the bottom 27 % (least effective teachers) were selected. Thus, the total score was the criterion for making these two extreme groups. To make a comparison between these two groups of teachers, critical ratios were applied to test the significance of the difference between the mean of emotional intelligence of two groups, which are given below in the table 4.4.3.1

Table 4.4.3.1 Mean, S. D. and C. R. value of emotional intelligence of more & less effective teachers

Group	N	M	SD	CR	p
Most Effective Teachers	81 (Top 27% of 300)	125.35	13.20	5.18	Sig at
Least Effective Teachers	81 (Top 27% of 300)	115.22	10.38		.01 level

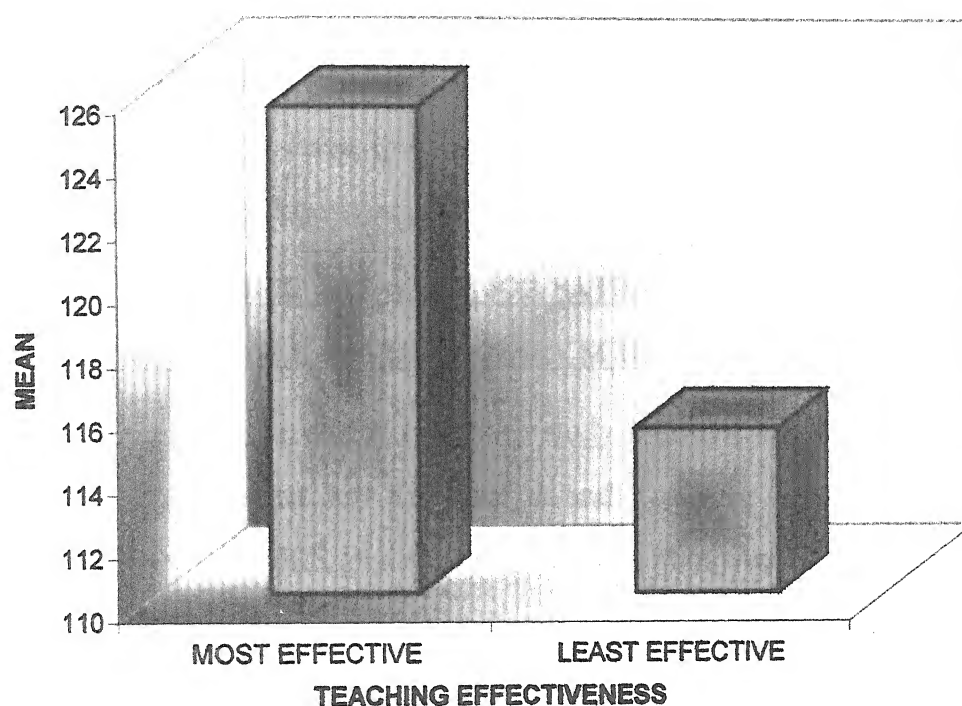
Table shows comparison of most and least effective secondary school teachers on their emotional intelligence. Obtained t-value is 5.18, which is significant at .01 level of confidence for df 160. It means the two group of teachers, namely most effective and least effective teachers in term of teaching differ significantly on their emotional intelligence score. This fact is also evident from the pictorial representation of mean (vide fig 4.4.3). Table 4.4.3.1 shows superiority of most effective teachers in terms of their emotional intelligence, to their counterpart ie least effective secondary school teachers. It also indicates that, if 100-sample unit are taken out of the same population, only one case would be different from the present case.

It is obvious from the table that high emotional intelligent teachers are more effective in teaching and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect teaching effectiveness positively.

The researcher on making review of research studies could not find any research study dealing with emotional intelligence and teaching effectiveness, therefore, finding of the present study cannot be discussed in the light of earlier studies. However, it can be said on the basis of general observation that high emotional intelligent teachers are more effective in

teaching and as the degree of emotional intelligence decreases or increases, degree of teaching effectiveness decreases or increases in same proportion.

FIG 4.4.3 BAR DIAGRAM SHOWING OMPARISION OF EMOTIONAL INTELLIGENCE BETWEEN MOST EFFECTIVE AND LEAST EFFECTIVE TEACHERS



Further, to see the degree and nature of relationship between the teaching effectiveness and emotional intelligence, Zero-Order Correlation between the two variables was computed. The obtained values of the zero order coefficient of correlation are presented in the table 4.4.3.2.

Table 4.4.3.2 Coefficient of Correlation between Emotional Intelligence and Teaching Effectiveness

Factors	Emotional Intelligence	
	Coefficient of Correlation (r)	0.35
Teaching Effectiveness	Level of Significance (p)	>.01

The statistical facts mentioned in the table 4.4.3.2 depict that emotional intelligence of secondary school teachers is significantly related with Teaching Effectiveness ($r = 0.35$). The correlation reveals the fact that emotional intelligence and Teaching effectiveness do not operate independently but with the increases in scores of emotional intelligence, teaching effectiveness also increases and vice versa.

If the above observation holds true, it can legitimately concluded that teachers, who have low EQ fail to impress own students through teaching. Reverse, however, in the case of teachers, having high EQ.

4.5 RELATIONSHIP BETWEEN JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

An important objective of the study required investigation of the relationship between Job Satisfaction and Teaching Effectiveness. For this purpose the coefficient of correlation was computed to see the pattern and trends of the relationship between the scores of job satisfaction on the one hand and teaching effectiveness on the other hand of secondary school teachers. The obtained values of the coefficient of correlation has been summarized and presented in the table 4.5.1

Table 4.5.1 Coefficient of Correlation between Job Satisfaction and Teaching Effectiveness

Factors	Teaching Effectiveness	
	Coefficient of Correlation (r)	0.38
Job Satisfaction	Level of Significance (p)	>.01

It may be observed from table 4.5.1, that the coefficient of correlation between the scores of job satisfaction and teaching

effectiveness is + 0.38. which is significant at .01 level of significance. The value of coefficient of correlation ie. + 0.38 shows that Job Satisfaction of secondary school teachers is positively correlated with teaching effectiveness.

The hypothesis that was framed in this context that "there is no significant correlation relationship between job satisfaction and teaching effectiveness" was rejected and it was inferred from this that the teachers who were most satisfied with their job, have high level of Teaching Effectiveness. The two variables, job satisfaction and teaching effectiveness, were, thus, found to be closely and positively associated with each other.

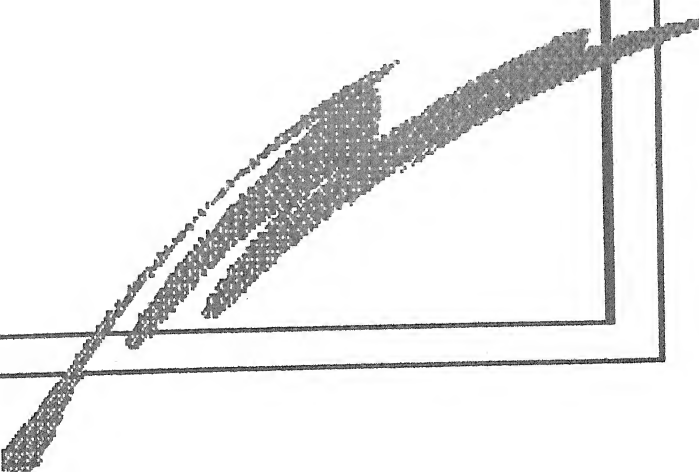
The positive relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers can be justified psychologically. One's positive attitude towards profession, working condition, authority and institution functions as a motive force in the life of individual. It makes them more effective worker in the related fields. It contributes to his success in that field resulting into satisfaction with that job. It seems to quite logical to argue in this way. If this is so teacher's favourable attitude towards profession, working condition, authority and institution may be expected to result into greater effectiveness of teaching. This positive link between the two may not be hard to expect.

A few researches **Shah Beena (1991)** and **Saxena (1995)** conducted in the field have also demonstrated that teacher's job satisfaction and their teaching effectiveness are positively correlated with each other.



CHAPTER – V

FINDINGS, CONCLUSION AND SUGGESTIONS



Chapter-V

FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS

Every research project entails a lot of hard work and dedication to explore and solve the underlying complications. One is sure to succeed and ready to get the rich harvest of her industry by following various steps systematically and correctly. Thus, finally each and every investigation appears with its own findings and conclusions.

The main thrust of the present investigation is *to study the job satisfaction and teaching effectiveness of secondary school teachers in relation to their emotional intelligence*. In relation to this, the analysis of the data collected, lead to certain important findings, which are summarized in the present chapter.

Thus, the investigator has organized the chapter under the following heads:

- Findings of the study
- Conclusion
- Discussion
- Educational implications of the study
- Limitations of the study
- Suggestions

5.1 FINDINGS OF THE STUDY

The findings of the present research study are systematically arranged in accordance to the objectives of the study as follows:

5.1.1 REPRESENTATIVENESS OF THE SAMPLE

There is a slight skewness and kurtosis in the scores of Job Satisfaction, Teaching Effectiveness and Emotional Intelligence of male, female and total sample, as these are very low and may be due to the sample fluctuation and size of the sample on the whole. So, the scores of Job Satisfaction, Teaching Effectiveness and Emotional Intelligence are normally distributed in the universe.

5.1.2 STATUS OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS.

All most all secondary school teachers are above average emotionally intelligent.

5.1.3 COMPARISON OF EMOTIONAL INTELLIGENCE OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

1. The mean values of emotional intelligence scores for male and female have been found 118.82 and 121.61 respectively, which shows that female have *same* level of emotional intelligence to male.
2. The CR value of emotional intelligence of two groups ie. male and female teachers, is ⁱⁿ significant at .05 level for df 298. Results are showing that there is ^{no} significant difference in the mean of emotional intelligence scores of the male and female teachers.

H_0 : There is no significant difference in emotional intelligence of male and female secondary school teachers is *accepted*.

5.1.4 STATUS OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

All most 54% secondary school teachers are average satisfied with their job and only 13% teachers are more satisfied and 33% teachers are less satisfied with their job.

5.1.5 COMPARISON OF JOB SATISFACTION OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

1. The mean of Job Satisfaction score of female teachers is 13.30 while that of the male teachers is 14.47. It may be inferred from this, that the female teachers appear to be more satisfied with their job as compared to male teachers.
2. The t-value was found 2.53, which is significant at .05 level of significance for df 298. t-value indicates that there is significant difference in the mean of Job Satisfaction scores of the male and female teachers.

H₀: There is no significant difference in job satisfaction of male and female secondary school teachers is rejected.

5.1.6 STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

1. t-value between emotional intelligence of more and less satisfied secondary school teachers is 4.21, which is significant at .01 level of confidence for df 160. It means the two groups of teachers, namely more satisfied and less satisfied teachers with their job differ significantly on their emotional intelligence.
2. High emotional intelligent teachers are more satisfied with their job and vice versa. Therefore, emotional intelligence affects job satisfaction positively.
3. Emotional intelligence of secondary school teachers is significantly related with Job Satisfaction ($r = 0.26$). The correlation reveals the fact that emotional intelligence and Job Satisfaction do not operate

independently but with the increases in scores of emotional intelligence. Job Satisfaction also increases and vice versa.

H₀ : There is no significant relationship between Job Satisfaction and Emotional Intelligence of secondary school teachers is rejected

5.1.7 STATUS OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

All most 60% secondary school teachers are average effective in teaching. It is also clear that only 23% teachers are most effective teachers and 17% teachers are least effective in teaching.

5.1.8 COMPARISON OF TEACHING EFFECTIVENESS OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

1. The mean values of teaching effectiveness scores for male and female have been found 209.13 and 216.92 respectively, which shows that female have higher level of teaching effectiveness in comparison to male.
2. The t-value was found to be 2.62, which is significant at .01 level for df 298. Results are showing that there is significant difference in the mean of Teaching Effectiveness scores of the male and female teachers.

H₀ : There is no significant difference in teaching effectiveness of male and female secondary school teachers is rejected.

5.1.9 STUDY OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

1. t-value between the emotional intelligence of most and least effective secondary school teachers is 5.18, which is significant at

.01 level of confidence for df 160. It means the two group of teachers, namely most effective and least effective teachers in term of teaching differ significantly on their emotional intelligence score.

2. High emotional intelligent teachers are more effective in teaching and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect teaching effectiveness positively.
3. Emotional intelligence of secondary school teachers is significantly related with Teaching Effectiveness ($r = 0.35$). The correlation reveals the fact that emotional intelligence and Teaching effectiveness do not operate independently but with the increases in scores of emotional intelligence, teaching effectiveness also increases and vice versa.

H_0 : There is no significant relationship between Teaching Effectiveness and Emotional Intelligence of secondary school teachers is rejected

5.1.10 RELATIONSHIP BETWEEN JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

The coefficient of correlation between the scores of job satisfaction and teaching effectiveness is + 0.38, which is significant at .01 level of significance. The value of coefficient of correlation ie. + 0.38 shows that Job Satisfaction of secondary school teachers is positively correlated with teaching effectiveness.

H_0 : There is no significant relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers is rejected

5.2 CONCLUSION

On the basis of findings, it can be concluded that there is significant difference in the mean of job satisfaction and teaching effectiveness scores of the male and female teachers. Female have higher level of job satisfaction and teaching effectiveness in comparison to male. *while male and female secondary teachers have same level of Emotional Intelligence.* Emotional intelligence, Job Satisfaction and Teaching Effectiveness are significantly and positively intercorrelated with each other. Emotional intelligence, Teaching effectiveness and Job Satisfaction do not operate independently but with the increases in scores of emotional intelligence; teaching effectiveness and job satisfaction also increases and vice versa.

5.3 DISCUSSION

It is clear from the analysis of the data that all most all secondary school teachers are above average emotionally intelligent reason behind this may be that the higher education makes them mature and more emotionally stable and develop Self awareness, Self regulation, Empathy & Social skills.

It is evident that the CR value for male and female teachers is ⁱⁿ significant at .05 level for df 298. Results are showing that there is ^{no} significant difference in the mean of emotional intelligence scores of the male and female teachers.

This reveals that male and female teachers are equal in their emotional intelligence level i.e. female teachers have *same* level in Self-awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self-development, Value-orientation, Commitment and Altruistic behaviour in comparison to their counterparts ie. male. Reason behind this may be that, with the advancement of education in social sphere there is no discrimination amongst male and female, in

providing them equal opportunities for expose their emotions and abilities. As a result female develop same level of emotional intelligence in them to male.

The findings corroborates with the study of **Singh (1993)**, **Richardson (2000)**, **Dearkser (2002)** and **Sharma (2003)**, which shows that both male & female groups have adequate emotional maturity and emotional intelligence to deal with environment. The studies conducted by **Reiff (2001)** and **Hopkins (2005)**, however, supports the findings of this study.

It is also clear that all most 54% secondary school teachers are average satisfied with their job because they have average attitude towards profession, working condition, authority and institution. It is also clear that only 13% teachers are more satisfied and 33% teachers are less satisfied with their job.

The hypothesis that 'There is no significant difference in job satisfaction of male and female secondary school teachers.' was rejected and it was concluded that there is a significant difference between the levels of job satisfaction of male and female teachers. The female teachers appear to be more satisfied with their jobs as compared to male teachers.

The result obtained appears to be quite plausible. This is what one may expect under circumstances prevailing in India. In India, the ladies prefer to work as teachers, science it is less exiting and can be conveniently carried on simultaneously along with various domestic responsibilities that they are expected to perform. Since this is the job that suits them most, they must remain more satisfied having got one. On the other hand, male teachers give priority to jobs, which bring them more power, prestige and money. Teaching job is said to be the last on their priority list. They go for teaching job only when nothing better is available. Obviously, they should not be expected to be very happy on the job, which is not of their choice. Hence,

the difference in the levels of Job Satisfaction of male and female teachers in favour of female teachers may be seen to be the logical consequence and the artifact of socio-cultural environment prevailing in the country.

This finding is supported by the studies made by **Merrill (1970)**, **Yong (1969)**, **Morgan (1975)**, **Cortis (1976)**, **Perry (1977)** and **Keffer (1977)**. In India **Anand (1972)**, **Bernard and Kulandaivel (1976)**, **Mathur (1994)** studies also revealed that women teachers were more satisfied than men teachers. **Singh (1974)** also found that female and unmarried teachers were more satisfied than the male and married teachers.

In all the studies conducted in India, the researchers have found that female teachers are more satisfied with their jobs in comparison to male teachers. In most of the studies conducted abroad also found similar results. However, in a few studies viz: **Huntington (1976)**, **Manthe (1976)**, **Hallum (1975)** and **Hammer (1971)**, **Vattalsong (1983)**, **Anant (1984)** and **Woodruff (1992)** have found no significant difference between the levels of Job Satisfaction of male and female teachers. Not a single study was found in which female teachers were found to be less satisfied with their job than the male teachers.

The research evidences seem to be more in favour of finding. Keeping this fact and also the socio-cultural ethics of the country in mind, it seems more plausible that women teachers of secondary school of Jhansi district are more satisfied with their jobs as compared to male teachers.

It means the two groups of teachers, namely more satisfied and less satisfied teachers with their job differ significantly on their emotional intelligence. Result shows superiority of more satisfied teachers in terms of their emotional intelligence, to their counterpart i.e. less satisfied secondary school teachers.

It is obvious from the table that high emotional intelligent teachers are more satisfied with their job and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect job satisfaction positively. Emotional intelligence develop them positive attitude towards profession, working conditions, authority and institution.

The finding of the study is supported by the study of **Sharma (2003)**. The study of **Sharma (2003)** revealed that the emotional intelligence and job satisfaction is positively correlated. So, it can be said that high emotional intelligent teachers are more satisfied with their job and as the degree of emotional intelligence decreases or increases, degree of job satisfaction decreases or increases in same proportion.

The hypothesis that 'There is no significant difference in teaching effectiveness of male and female teachers.' was rejected and it was concluded that there is a significant difference between the teaching effectiveness of male and female teachers. It may be inferred that the female teachers appear to be more effective in teaching as compared to male teachers.

The finding seems to be quite logical and usual. It can be argued that being the artifact of Indian culture and social environment, the teaching job suits the female teachers most of all other jobs. Hence, the female teachers, perhaps, have greater teaching effectiveness. For this reason they, perhaps, have more positive attitude towards it. In case of male teachers the job of teaching is perhaps the last choice. There are other jobs, which they like more. Hence, they are likely to have less favourable attitude towards teaching and less teaching effectiveness in comparison to female. In this background the present finding may be considered as one, which is expected under the circumstances prevailing in our society.

This finding of the study is supported by the studies made by Cockley (1978), Singh (1991), Vasanthi & Anandhi (1997) and McClains (1998). These studies revealed that women teachers were more effective than men teachers. However, Babu, Ganaguru and selvaraj (1997) have found no significant difference between the levels of teaching effectiveness of male and female teachers.

It means the two group of teachers, namely most effective and least effective teachers in term of teaching differ significantly on their emotional intelligence score. Result shows superiority of most effective teachers in terms of their emotional intelligence, to their counterpart ie. least effective secondary school teachers.

It is obvious that high emotional intelligent teachers are more effective in teaching and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect teaching effectiveness positively.

The researcher on making review of research studies could not find any research study dealing with emotional intelligence and teaching effectiveness. therefore, finding of the present study cannot be discussed in the light of earlier studies. However, it can be said on the basis of general observation that high emotional intelligent teachers are more effective in teaching and as the degree of emotional intelligence decreases or increases, degree of teaching effectiveness decreases or increases in same proportion.

If the above observation holds true, it can legitimately concluded that teachers, who have low EQ fail to impress own students through teaching. Reverse, however, in the case of teachers, having high EQ.

The hypothesis that "there is no significant relationship between job satisfaction and teaching effectiveness" was rejected and it was

inferred that the teachers who were most satisfied with their job, have high level of Teaching Effectiveness. The two variables, job satisfaction and teaching effectiveness, were, thus, found to be closely and positively associated with each other.

The positive relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers can be justified psychologically. One's positive attitude towards profession, working condition, authority and institution functions as a motive force in the life of individual. It makes them more effective worker in the related fields. It contributes to his success in that field resulting into satisfaction with that job. It seems to quite logical to argue in this way. If this is so teacher's favourable attitude towards profession, working condition, authority and institution may be expected to result into greater effectiveness of teaching. This positive link between the two may not be hard to expect.

A few researches **Shash Beena (1991)** and **Saxena (1995)** conducted in the field have also demonstrated that teacher's job satisfaction and their teaching effectiveness are positively correlated with each other.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications of the present study are not difficult to discover, the subject of the study is of much importance and is of vital concern of educators. The results of the present study appear to be hopeful and positive. The present investigation attempted to find out the effect and contribution of emotional intelligence in job satisfaction and teaching effectiveness of secondary school teachers. In this light the present study has some implications of major importance.

For the proper development of a nation, it is most essential that educational system must be well organized. The key point in the total system is the teacher and he plays an active role in the formation of the habits, attitude, and other qualities among the students. It is needless to say that how impotents role of a effective, satisfied and high emotionally intelligent teacher in the development of a right type teaching learning environment in the school.

One of the most important aspect of a life is his proper Emotional development. The Emotional development of student is not a spontaneous process but it be give from his childhood. Only a well emotionally developed person can have a static personality, which is essential for better survival in their educational & professional life.

To make teachers high emotionally intelligent, better institution environment should be provided as well all are familiar with the fact that environment plays a pivoting role in development of emotional intelligence. Only a emotionally intelligent person can handle his emotions competently. To achieve high emotional intelligence, teachers must learn to get a perspective on situation which otherwise would lead to emotional reactions. They can do this best by discussing their problems with others. They must also learn to use emotional catharsis to clear their systems of pert up emotional energy. A teacher, who has high Emotional Intelligence, can teach effectively and live in society with better understanding. Emotional Intelligence is remarkable construct and all aspirants for success in the social life and profession chosen depends upon Emotional Intelligence.

Job Satisfaction has been considered important in case of the employees in almost all the fields of social life. It is by far the most

important in case of teachers in the field of education. Qualitative improvement of teaching learning is one of the major objectives of all the existing schools. Ensuring job satisfaction for all teachers is much needed a condition for achieving this. The classroom behaviour of a teacher has an important bearing on the congenial teacher-taught relationship, which contributes largely to the successful teaching-learning situation of the classroom. We find that some of the classrooms reflect a joyous atmosphere while in the other the atmosphere is charged with tension and hostility. why? The atmosphere may be the product of many variables affecting the classroom behaviour such as teacher, student, curriculum and environment. But probably the chief determinant is the teacher's emotional intelligence. This is the most important psychological variable, which lead the teacher to behave in a particular fashion. Thus there is a pertinent need to study the teacher effectiveness and job satisfaction in relation to emotional intelligence.

Training institution can be greatly benefited by making it a point to assess these aspects of student teachers at the time of admission in training institution so that individuals with proper characteristics may be selected for teacher training programmes. Training institution may also provide such situations to the prospective teachers in training period through which they may develop those characteristics, which are useful in enhancing job satisfaction, teaching effectiveness and emotional intelligence.

The findings of this study may also be helpful to the authorities of educational institutions. Administrative authorities may also realize the importance of the emotional intelligence of teachers. The present investigation suggests that educational authorities should concentrate

their attention not only on academic qualifications, but also on the emotional intelligence of teachers at the time of requirements. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

The findings of this study may also be helpful to the principals of schools. Principal may encourage more of mutual understanding, cooperativeness, esprit de corps and cause less of psychophysical hindrances, threat, alienation and control. They should provide opportunities to teachers to participate in decision-making process, teamwork and expression of ideas for improvement. If such atmosphere is created, teachers are sure to drive higher job satisfaction and teaching effectiveness, which in turn, is likely to lead to their greater identification with their institution and its various activities.

The present investigation has revealed that there exist a significant difference in the level of job satisfaction and teaching effectiveness of male and female teachers. Male teachers are found to be less satisfied and less effective than the female teachers. This has implications for qualitative improvement of teaching. In order to improve the quality of teaching particularly in the boys schools it seems necessary to make efforts to help the male teachers get satisfied with their job. Conditions, both psychological and environmental need to be created which contributes to male teachers satisfaction. This is all the more important in view of the fact that teachers job satisfaction has been found to be positively related to their teaching effectiveness and emotional intelligence. It seems as revealed by this study that satisfaction with the job in case of male and female teachers leads to the development of emotional intelligence or vice versa. If this is the case, development of

emotional intelligence in the teachers seem to be important from the point of view of qualitative improvement of teaching. Teacher's emotional intelligence may also be a factor contributing to their job satisfaction and teaching effectiveness. It is difficult to say whether job satisfaction and teaching effectiveness are the consequences of emotional intelligence or emotional intelligence is the result of job satisfaction and teaching effectiveness. The present study only reveals that these variables are closely related with each other. Hence, by implications, it seems that for qualitative improvement of teaching efforts have to be made in both the directions, increasing the level of job satisfaction and teaching effectiveness of teachers and development of emotional intelligence.

This study will also provide a guideline to researchers. They can study the Emotional Intelligence of teachers or students in relation to the different variables namely psychological, social etc. they can develop and standardized the Emotional Intelligence tool.

5.5 LIMITATIONS OF THE STUDY

Many times a researcher is unable to carry out his work as perfectly as he would like to, due to lack of resources, knowledge and expertness. The present study also has few limitations, which could not be overcome due to several reasons and lack of resources at the disposal of the researcher. Limitations of the present study that have come to light are:

1. In the present investigation only secondary school teachers have been taken into consideration. Hence, the results derived from this study can be true for only secondary school teachers.
2. Though the adequacy and representativeness of sample was ensured by statistical method, a large sample would have been better. This was realized while categorizing the sample units

according to the design of present investigation. In certain cells only few frequencies were obtained. Moreover, large cell frequencies could have heightened the generalization of result in more valid and concrete manner.


3. The tests used for emotional intelligence, Job Satisfaction and Teaching Effectiveness have so many dimensions. But in the present study only global score of these tests have been considered for analysis. It is felt that analysis of all the dimensions would have definitely explored a wide variety of result and a deep insight in to the development of these variables.
4. Due to paucity of time, the study was restricted to Jhansi district only. Had intercultural Sample on interstate basis been taken for this study, it could have been more interesting and useful.
5. The other variables were not considered in the study, perhaps these variables may also have significant role in determine the emotional intelligence.
6. Some other additional sophisticated statistical techniques could be employed to analysis the data.

5.6 SUGGESTIONS FOR FURTHER RESEARCHES

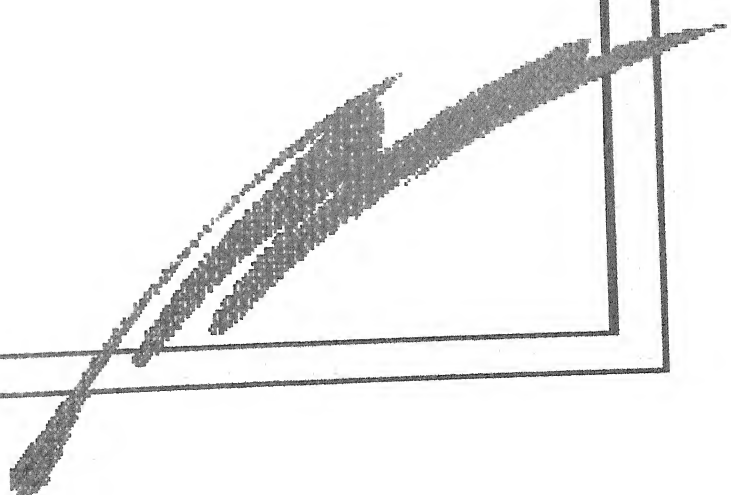
The statement "we live on past in present for future" is very pertinent in relation to any research. Past researcher assisted whatever explored in this study and it was assumed that few suggestions may be given for future investigation in the light of present study. A few suggestions are as follows -

1. Same study conducted on large sample of secondary school teachers.

2. A further study is needed to find out what are the variables, which may account for remaining variance unaccounted for.
3. There is a need for replication of such studies and also a follow up.
4. A comparative study of similar type may be conducted on secondary school teachers of different board of secondary education viz. CBSE, ICSE.
5. In view of the encouraging results obtained from the study, it will be worthwhile to replicate the study for the teachers of Primary, College and University level and obtained results may be compared.
6. The present study may also be conducted on teachers of children of special needs.
7. Research may be planned to develop standardized tool for measuring the variables under study.
8. The present study is confined only to predict job satisfaction and teaching effectiveness with the help of emotional intelligence. Some other variables may be taken under consideration while studying job satisfaction and teaching effectiveness.
9. The findings of the study should be cross validated.



SUMMARY



SUMMARY

The role of teachers in influencing the future of our advancing national development is becoming increasingly important. Practically, every commission, which has examined the educational problems of the country, has drawn specific attention to the teachers. The *secondary Education Commission (1952-1953)* said, "We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher-his professional training, his educational qualification, his professional qualities and the place he occupies in the school as well as in the community. The reputation of the school and its influence on the life of community invariably depends on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems concerned with the improvement of their status."

It is apparent, therefore, that there is no deny of the fact that the teachers occupy an important and crucial place in the system of education in shaping the destiny of India. That is a why at times they are called as social engineers, who could reconstruct and reshape the entire nation.

It is a general observation that the teacher is active in the classroom most of the time. The teacher's manner of performing the various activities associated with teaching can have a bearing on how these activities will be perceived by students. It is obvious that some teachers are more effective in their teaching in classroom than others.

The success or failure of any school's educational endeavor rests largely with the classroom teacher. There is indeed no substitute for an effective teacher. However, identification of an effective teacher has been a problem that has eluded solution for the preceding several decades,

despite extensive research in teacher effectiveness area. Results, till date, obtained through many research studies teacher effectiveness are not only inconclusive but also inconsistent.

Enhancement of teacher effectiveness is hardly possible unless there are facts on the basis of which such a teacher education programme is developed as can help in actualizing the teaching potential of an individual teacher. It is in this context that a teacher emerges as the most significant pivotal point in the learning environment provided by an institution.

Teachers are not end, infact, cannot be identical personalities. They represent a wide variety of personal and professional characteristics. It is those personal and professional characteristics, which contribute to the development of effectiveness of a teacher.

Various investigations have shown that when a man is satisfied with his work, both he and his organizations are benefited. Job satisfaction improves the performance of organization as well as the effectiveness of an individual worker irrespective of the nature of the work.

Wenous and Lawler (1975) have reviewed nine different operational definitions of job satisfaction some of which have been discussed by **Evans (1969)** also. They make a distinction between overall job satisfaction and satisfaction with particular facet of one's job. Whatever be the specific nature of the job satisfaction, one thing that is widely held to be a reality is that job satisfaction influences the effectiveness and behaviour of the workers irrespective of the nature of the job. This is true about teachers also. Satisfaction with the job develops in them favourable attitude towards teaching with the result that they are found to be more effective teachers. Those schools where such teachers are found in large numbers are found to be having more positive learning

environment and the students in them happen to have a higher level of academic achievement. Reverse of this is true about schools where teachers have no job satisfaction, lower level of teaching effectiveness and low EQ. This state of affair will never allow the objectives of education being achieved. Research has recalled that job satisfaction and teaching effectiveness are highly complex phenomenon and needs to be studied more scientifically and comprehensively.

Now a days, the researcher have invented a new construct i.e. called Emotional Intelligence to know and interpret the inner psychological world of all human being. Emotional intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to the use this information to guide one's own thinking and actions. It is believed that Emotional Intelligence is the basis of all success in human life. *Yate (1997)*, listed various jobs on the basis of the level of Emotional Intelligence requiring success and satisfaction. From the list it is clear that a teacher requires the very high level of Emotional Intelligence to deal with students as compared to a Botanist who may require a lower level of Emotional Intelligence. Emotional Intelligence and work success in various professions and jobs have been studied and compiled by the *Consortium for Research (1992)* on Emotional Intelligence in organizations. It was observed that Emotional Intelligence was significantly and highly correlated with job performance while cognitive intelligence (IQ) had a very low and insignificant correlation with performance in the work place. Each profession requires a certain level of emotional intelligence. Without it a person cannot get success in his professional career. Thus it can be said that the study Job Satisfaction and Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence in the contemporarily and right direction effort.

A teacher ought to understand what his students are thinking. Emotional Intelligence helps him great to understand this. There are wide individual differences in performance of such roles as salesman, businessman, teachers, engineers etc. Emotional Intelligence has some thing to do with success in most of these assignments. Perhaps the difference between the effective and ineffective teaching depends upon the ability the respond successfully to students. Thus, the investigator decided to study the Job Satisfaction and Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence.

STATEMENT OF THE PROBLEM

"A STUDY OF JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE"

OBJECTIVES OF THE STUDY

1. To Study the Job Satisfaction of secondary school teachers.
2. To Study the Teaching Effectiveness of secondary school teachers.
3. To Study the Emotional Intelligence of secondary school teachers.
4. To study the relationship between job Satisfaction and Teacher effectiveness of secondary school teachers.
5. To Study the Job Satisfaction of secondary school teachers in relation to their Emotional Intelligence
6. To Study the Teaching Effectiveness of secondary school teachers in relation to their Emotional Intelligence.
7. To compare the Job Satisfaction, Teaching Effectiveness and Emotional Intelligence of male and female secondary school teachers.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers.
2. There is no significant relationship between Job Satisfaction and Emotional Intelligence of secondary school teachers.
3. There is no significant relationship between Teaching Effectiveness and Emotional Intelligence of secondary school teachers.
4. There is no significant difference in Job Satisfaction of male and female secondary school teachers.
5. There is no significant difference in Teaching Effectiveness of male and female secondary school teachers.
6. There is no significant difference in emotional intelligence of male and female secondary school teachers.

DELIMITATIONS OF THE STUDY

1. The study was confined to the area of the Jhansi district only.
2. The secondary school teachers of both the sex of Jhansi district only were considered.
3. In Job Satisfaction, only Attitude towards profession, Attitude towards working condition, Attitude towards authority and Attitude towards Institution of secondary school teachers were considered.
4. In Teacher effectiveness, only Academic, Professional, Social, Emotional, Moral and Personality areas were considered.
5. In the present study Emotional Intelligence was included ability of Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behaviour.

METHOD OF THE STUDY

The researcher employed the “**Descriptive Survey method**”.

VARIABLES OF THE STUDY

1. Dependent variable -- Job Satisfaction and Teaching Effectiveness.
2. Independent variable --Emotional Intelligence.
3. Moderator variable -- Sex

SAMPLE OF THE STUDY

The sample of the study was 300 secondary school teachers (150 Male and 150 Female) of Jhansi district

TOOLS

1. **Teacher’s Job Satisfaction Questionnaire (TSJQ)** constructed by P. Kumar & D.N. Mutha – For measuring Teacher’s Job Satisfaction.
2. **Teacher Effectiveness Scale** constructed by P. Kumar and D.N. Mutha. – For measuring Teacher Effectiveness
3. **Emotional Intelligence Scale** constructed by Anukool Hyde, Sanjyot Pethe & Upinder Dhar – For measuring Emotional intelligence

STATISTICAL TECHNIQUE USED

1. Mean
2. Median
3. Coefficient of Correlation
4. Standard Deviation
5. Critical Ratio Test

FINDINGS OF THE STUDY

The findings of the present research study are systematically arranged in accordance to the objectives of the study as follows:

1. STATUS OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS.

All most all secondary school teachers are above average emotionally intelligent.

2. COMPARISON OF EMOTIONAL INTELLIGENCE OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

i. The mean values of emotional intelligence scores for male and female have been found 118.82 and 121.61 respectively, which shows that female have ~~same~~ level of emotional intelligence to male.

ii. The CR value of emotional intelligence of two groups ie. male and female teachers, is ⁱⁿsignificant at .05 level for df 298. Results are showing that there is ^{no} significant difference in the mean of emotional intelligence scores of the male and female teachers.

H_0 : There is no significant difference in emotional intelligence of male and female secondary school teachers is ~~accepted~~.

3. STATUS OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

All most 54% secondary school teachers are average satisfied with their job and only 13% teachers are more satisfied and 33% teachers are less satisfied with their job.

4. COMPARISON OF JOB SATISFACTION OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

i. The mean of Job Satisfaction score of female teachers is 13.30 while that of the male teachers is 14.47. It may be inferred from this, that the female teachers appear to be more satisfied with their job as compared to male teachers.

ii. The t-value was found 2.53, which is significant at .05 level of significance for df 298. t-value indicates that there is significant

difference in the mean of Job Satisfaction scores of the male and female teachers.

H₀ : There is no significant difference in job satisfaction of male and female secondary school teachers is rejected.

5. STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

- i. t-value between emotional intelligence of more and less satisfied secondary school teachers is 4.21, which is significant at .01 level of confidence for df 160. It means the two groups of teachers, namely more satisfied and less satisfied teachers with their job differ significantly on their emotional intelligence.
- ii. High emotional intelligent teachers are more satisfied with their job and vice versa. Therefore, emotional intelligence affects job satisfaction positively.
- iii. Emotional intelligence of secondary school teachers is significantly related with Job Satisfaction ($r = 0.26$). The correlation reveals the fact that emotional intelligence and Job Satisfaction do not operate independently but with the increases in scores of emotional intelligence, Job Satisfaction also increases and vice versa.

H₀ : There is no significant relationship between Job Satisfaction and Emotional Intelligence of secondary school teachers is rejected

6. STATUS OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

All most 60% secondary school teachers are average effective in teaching. It is also clear that only 23% teachers are most effective teachers and 17% teachers are least effective in teaching.

7. COMPARISON OF TEACHING EFFECTIVENESS OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

- i. The mean values of teaching effectiveness scores for male and female have been found 209.13 and 216.92 respectively, which shows that female have higher level of teaching effectiveness in comparison to male.
- ii. The t-value was found to be 2.62, which is significant at .01 level for df 298. Results are showing that there is significant difference in the mean of Teaching Effectiveness scores of the male and female teachers.

H₀: There is no significant difference in teaching effectiveness of male and female secondary school teachers is rejected.

8. STUDY OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

- i. t-value between the emotional intelligence of most and least effective secondary school teachers is 5.18, which is significant at .01 level of confidence for df 160. It means the two group of teachers, namely most effective and least effective teachers in term of teaching differ significantly on their emotional intelligence score.
- ii. High emotional intelligent teachers are more effective in teaching and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect teaching effectiveness positively.
- iii. Emotional intelligence of secondary school teachers is significantly related with Teaching Effectiveness ($r = 0.35$). The correlation reveals the fact that emotional intelligence and Teaching effectiveness do not operate independently but with the increases in scores of emotional intelligence, teaching effectiveness also increases and vice versa.

H_0 : There is no significant relationship between Teaching Effectiveness and Emotional Intelligence of secondary school teachers is rejected

9. RELATIONSHIP BETWEEN JOB SATISFACTION AND TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

The coefficient of correlation between the scores of job satisfaction and teaching effectiveness is + 0.38, which is significant at .01 level of significance. The value of coefficient of correlation ie. + 0.38 shows that Job Satisfaction of secondary school teachers is positively correlated with teaching effectiveness.

H_0 : There is no significant relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers is rejected

CONCLUSION

On the basis of findings, it can be concluded that there is significant difference in the mean of job satisfaction and teaching effectiveness scores of the male and female teachers. Female have higher level of job satisfaction and teaching effectiveness in comparison to male. *while male and female secondary teachers have same level of Emotional Intelligence.* Emotional intelligence, Job Satisfaction and Teaching Effectiveness are significantly and positively intercorrelated with each other. Emotional intelligence, Teaching effectiveness and Job Satisfaction do not operate independently but with the increases in scores of emotional intelligence; teaching effectiveness and job satisfaction also increases and vice versa.

DISCUSSION

It is clear from the analysis of the data that all most all secondary school teachers are above average emotionally intelligent reason behind this

may be that the higher education makes them mature and more emotionally stable and develop Self awareness, Self regulation, Empathy & Social skills.

It is evident that the CR value for male and female teachers is ⁱⁿ significant at .05 level for df 298. Results are showing that there is ^{no} significant difference in the mean of emotional intelligence scores of the male and female teachers.

This reveals that male and female teachers are equal in their emotional intelligence level i.e. female teachers have same level in Self-awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self-development, Value-orientation, Commitment and Altruistic behaviour in comparison to their counterparts ie. male. Reason behind this may be that, with the advancement of education in social sphere there is no discrimination amongst male and female, in providing them equal opportunities for expose their emotions and abilities. As a result female develop same level of emotional intelligence in them to male.

The finding corroborates with the study of **Singh (1993)**, **Richardson (2000)**, **Dearkser (2002)** and **Sharma (2003)**, which shows that both male & female groups have adequate emotional maturity and emotional intelligence to deal with environment. The studies conducted by **Reiff (2001)** and **Hopkins (2005)**, however, supports the findings of this study.

It is also clear that all most 54% secondary school teachers are average satisfied with their job because they have average attitude towards profession, working condition, authority and institution. It is also clear that only 13% teachers are more satisfied and 33% teachers are less satisfied with their job.

The hypothesis that 'There is no significant difference in job satisfaction of male and female secondary school teachers.' was rejected and

it was concluded that there is a significant difference between the levels of job satisfaction of male and female teachers. The female teachers appear to be more satisfied with their jobs as compared to male teachers.

The result obtained appears to be quite plausible. This is what one may expect under circumstances prevailing in India. In India, the ladies prefer to work as teachers, since it is less exiting and can be conveniently carried on simultaneously along with various domestic responsibilities that they are expected to perform. Since this is the job that suits them most, they must remain more satisfied having got one. On the other hand, male teachers give priority to jobs, which bring them more power, prestige and money. Teaching job is said to be the last on their priority list. They go for teaching job only when nothing better is available. Obviously, they should not be expected to be very happy on the job, which is not of their choice. Hence, the difference in the levels of Job Satisfaction of male and female teachers in favour of female teachers may be seen to be the logical consequence and the artifact of socio-cultural environment prevailing in the country.

This finding is supported by the studies made by **Merrill (1970)**, **Yong (1969)**, **Morgan (1975)**, **Cortis (1976)**, **Perry (1977)** and **Keffer (1977)**. In India **Anand (1972)**, **Bernard and Kulandaivel (1976)**, **Mathur (1994)** studies also revealed that women teachers were more satisfied than men teachers. **Singh (1974)** also found that female and unmarried teachers were more satisfied than the male and married teachers.

In all, the studies conducted in India, the researchers have found that female teachers are more satisfied with their jobs in comparison to male teachers. In most of the studies conducted abroad also found similar results. However, in a few studies viz; **Huntington (1976)**, **Manthe (1976)**, **Hallum (1975)** and **Hammer (1971)**, **Vattalsong (1983)**, **Anant (1984)** and **Woodruff (1992)** have found no significant difference

between the levels of Job Satisfaction of male and female teachers. Not a single study was found in which female teachers were found to be less satisfied with their job than the male teachers.

The research evidences seem to be more in favour of finding. Keeping this fact and also the socio-cultural ethics of the country in mind, it seems more plausible that women teachers of secondary school of Jhansi district are more satisfied with their jobs as compared to male teachers.

It means the two groups of teachers, namely more satisfied and less satisfied teachers with their job differ significantly on their emotional intelligence. Result shows superiority of more satisfied teachers in terms of their emotional intelligence, to their counterpart i.e. less satisfied secondary school teachers.

It is obvious from the table that high emotional intelligent teachers are more satisfied with their job and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affects job satisfaction positively. Emotional intelligence develops their positive attitude towards profession, working conditions, authority and institution.

The finding of the study is supported by the study of **Sharma (2003)**. The study of **Sharma (2003)** revealed that the emotional intelligence and job satisfaction is positively correlated. So, it can be said that high emotional intelligent teachers are more satisfied with their job and as the degree of emotional intelligence decreases or increases, degree of job satisfaction decreases or increases in same proportion.

The hypothesis that 'There is no significant difference in teaching effectiveness of male and female teachers.' was rejected and it was concluded that there is a significant difference between the teaching effectiveness of male and female teachers. It may be inferred that the female teachers appear to be more effective in teaching as compared to male teachers.

The finding seems to be quite logical and usual. It can be argued that being the artifact of Indian culture and social environment, the teaching job suits the female teachers most of all other jobs. Hence, the female teachers, perhaps, have greater teaching effectiveness. For this reason they, perhaps, have more positive attitude towards it. In case of male teachers the job of teaching is perhaps the last choice. There are other jobs, which they like more. Hence, they are likely to have less favourable attitude towards teaching and less teaching effectiveness in comparison to female. In this background the present finding may be considered as one, which is expected under the circumstances prevailing in our society.

This finding of the study is supported by the studies made by **Cockley (1978)**, **Singh (1991)**, **Vasanthi & Anandhi (1997)** and **Mcclains (1998)**. These studies revealed that women teachers were more effective than men teachers. However, **Babu, Ganaguru and selvaraj (1997)** have found no significant difference between the levels of teaching effectiveness of male and female teachers.

It means the two group of teachers, namely most effective and least effective teachers in term of teaching differ significantly on their emotional intelligence score. Result shows superiority of most effective teachers in terms of their emotional intelligence, to their counterpart ie. least effective secondary school teachers.

It is obvious that high emotional intelligent teachers are more effective in teaching and vice versa. On the basis of analysis of the data, it can be concluded safely that emotional intelligence affect teaching effectiveness positively.

The researcher on making review of research studies could not find any research study dealing with emotional intelligence and teaching

effectiveness, therefore, finding of the present study cannot be discussed in the light of earlier studies. However, it can be said on the basis of general observation that high emotional intelligent teachers are more effective in teaching and as the degree of emotional intelligence decreases or increases, degree of teaching effectiveness decreases or increases in same proportion.

If the above observation holds true, it can legitimately concluded that teachers, who have low EQ fail to impress own students through teaching. Reverse, however, in the case of teachers, having high EQ.

The hypothesis that "there is no significant relationship between job satisfaction and teaching effectiveness" was rejected and it was inferred that the teachers who were most satisfied with their job, have high level of Teaching Effectiveness. The two variables, job satisfaction and teaching effectiveness, were, thus, found to be closely and positively associated with each other.

The positive relationship between Job Satisfaction and Teaching Effectiveness of secondary school teachers can be justified psychologically. One's positive attitude towards profession, working condition, authority and institution functions as a motive force in the life of individual. It makes them more effective worker in the related fields. It contributes to his success in that field resulting into satisfaction with that job. It seems to quite logical to argue in this way. If this is so teacher's favourable attitude towards profession, working condition, authority and institution may be expected to result into greater effectiveness of teaching. This positive link between the two may not be hard to expect.

A few researches **Shah Beena (1991)** and **Saxena (1995)** conducted in the field have also demonstrated that teacher's job satisfaction and their teaching effectiveness are positively correlated with each other.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications of the present study are not difficult to discover, the subject of the study is of much importance and is of vital concern of educators. The results of the present study appear to be hopeful and positive. The present investigation attempted to find out the effect and contribution of emotional intelligence in job satisfaction and teaching effectiveness of secondary school teachers. In this light the present study has some implications of major importance.

For the proper development of a nation, it is most essential that educational system must be well organized. The key point in the total system is the teacher and he plays an active role in the formation of the habits, attitude, and other qualities among the students. It is needless to say that how impotents role of a effective, satisfied and high emotionally intelligent teacher in the development of a right type teaching learning environment in the school.

One of the most important aspect of a life is his proper Emotional development. The Emotional development of student is not a spontaneous process but it be give from his childhood. Only a well emotionally developed person can have a static personality, which is essential for better survival in their educational & professional life.

To make teachers high emotionally intelligent, better institution environment should be provided as well all are familiar with the fact that environment plays a pivoting role in development of emotional intelligence. Only a emotionally intelligent person can handle his emotions competently. To achieve high emotional intelligence, teachers must learn to get a perspective on situation which otherwise would lead to emotional reactions. They can do this best by discussing their problems

with others. They must also learn to use emotional catharsis to clear their systems of pert up emotional energy. A teacher, who has high Emotional Intelligence, can teach effectively and live in society with better understanding. Emotional Intelligence is remarkable construct and all aspirants for success in the social life and profession chosen depends upon Emotional Intelligence.

Job Satisfaction has been considered important in case of the employees in almost all the fields of social life. It is by far the most important in case of teachers in the field of education. Qualitative improvement of teaching learning is one of the major objectives of all the existing schools. Ensuring job satisfaction for all teachers is much needed a condition for achieving this. The classroom behaviour of a teacher has an important bearing on the congenial teacher-taught relationship, which contributes largely to the successful teaching-learning situation of the classroom. We find that some of the classrooms reflect a joyous atmosphere while in the other the atmosphere is charged with tension and hostility. why? The atmosphere may be the product of many variables affecting the classroom behaviour such as teacher, student, curriculum and environment. But probably the chief determinant is the teacher's emotional intelligence. This is the most important psychological variable, which lead the teacher to behave in a particular fashion. Thus there is a pertinent need to study the teacher effectiveness and job satisfaction in relation to emotional intelligence.

Training institution can be greatly benefited by making it a point to assess these aspects of student teachers at the time of admission in training institution so that individuals with proper characteristics may be selected for teacher training programmes. Training institution may also

provide such situations to the prospective teachers in training period through which they may develop those characteristics, which are useful in enhancing job satisfaction, teaching effectiveness and emotional intelligence.

The findings of this study may also be helpful to the authorities of educational institutions. Administrative authorities may also realize the importance of the emotional intelligence of teachers. The present investigation suggests that educational authorities should concentrate their attention not only on academic qualifications, but also on the emotional intelligence of teachers at the time of requirements. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

The findings of this study may also be helpful to the principals of schools. Principal may encourage more of mutual understanding, cooperativeness, esprit de corps and cause less of psychophysical hindrances, threat, alienation and control. They should provide opportunities to teachers to participate in decision-making process, teamwork and expression of ideas for improvement. If such atmosphere is created, teachers are sure to drive higher job satisfaction and teaching effectiveness, which in turn, is likely to lead to their greater identification with their institution and its various activities.

The present investigation has revealed that there exist a significant difference in the level of job satisfaction and teaching effectiveness of male and female teachers. Male teachers are found to be less satisfied and less effective than the female teachers. This has implications for qualitative improvement of teaching. In order to improve the quality of teaching particularly in the boys schools it seems necessary to make

efforts to help the male teachers get satisfied with their job. Conditions, both psychological and environmental need to be created which contributes to male teachers satisfaction. This is all the more important in view of the fact that teachers job satisfaction has been found to be positively related to their teaching effectiveness and emotional intelligence. It seems as revealed by this study that satisfaction with the job in case of male and female teachers leads to the development of emotional intelligence or vice versa. If this is the case, development of emotional intelligence in the teachers seem to be important from the point of view of qualitative improvement of teaching. Teacher's emotional intelligence may also be a factor contributing to their job satisfaction and teaching effectiveness. It is difficult to say whether job satisfaction and teaching effectiveness are the consequences of emotional intelligence or emotional intelligence is the result of job satisfaction and teaching effectiveness. The present study only reveals that these variables are closely related with each other. Hence, by implications, it seems that for qualitative improvement of teaching efforts have to be made in both the directions, increasing the level of job satisfaction and teaching effectiveness of teachers and development of emotional intelligence.

This study will also provide a guideline to researchers. They can study the Emotional Intelligence of teachers or students in relation to the different variables namely psychological, social etc. they can develop and standardized the Emotional Intelligence tool.

SUGGESTIONS FOR FURTHER RESEARCHES

The statement "we live on past in present for future" is very pertinent in relation to any research. Past researcher assisted whatever explored in this study and it was assumed that few suggestions may be

given for future investigation in the light of present study. A few suggestions are as follows -

1. Same study conducted on large sample of secondary school teachers.
2. A further study is needed to find out what are the variables, which may account for remaining variance unaccounted for.
3. There is a need for replication of such studies and also a follow up.
4. A comparative study of similar type may be conducted on secondary school teachers of different board of secondary education viz. CBSE, ICSE.
5. In view of the encouraging results obtained from the study, it will be worthwhile to replicate the study for the teachers of Primary, College and University level and obtained results may be compared.
6. The present study may also be conducted on teachers of children of special needs.
7. Research may be planned to develop standardized tool for measuring the variables under study.
8. The present study is confined only to predict job satisfaction and teaching effectiveness with the help of emotional intelligence. Some other variables may be taken under consideration while studying job satisfaction and teaching effectiveness.
9. The findings of the study should be cross validated.



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APPENDICES

जनपर झाँसी के समस्त माध्यमिक विद्यालयों की सूची
(सौजन्य से – कार्यालय जिला विद्यालय निरीक्षक, जनपद झाँसी)

1. राजकीय इन्टर कॉलेज, झाँसी
2. सूरज प्रसाद रा० बा० इ० कालेज, झाँसी
3. राजकीय इन्टर कालेज, सकरार
4. राजकीय बालिका इन्टर कालेज, रानीपुर
5. राजकीय इन्टर कालेज, समथर
6. राजकीय कन्या इ० कालेज, मऊरानीपुर
7. राजकीय उ० मा० वि०, कटेरा
8. रा० उ० मा० वि०, रक्सा
9. राजकीय क० उ० मा० वि०, बबीना
10. राजकीय क० उ० मा० वि०, बरुआसागर
11. राजकीय क० उ० मा० वि० गुरसरांय
12. राजकीय उ० मा० वि० शाहजहांपुर
13. अखण्डानन्द जनता इ० का० गरौठा
14. गोस्वामी तुलसीदास वि० इ० का०, एरच
15. हनुमत इ० कालेज, बामौर
16. खैर इन्टर कालेज, गुरसरांय
17. लोकमान्य तिलक इ० कालेज, इसकिल
18. आदर्श जनप्रिय इ० का०, टहरौली
19. गाँधी विद्यालय इ० कालेज, मऊरानीपुर
20. गोरेया इ० कालेज, गेंराहा

21. हरिद्वार क्षेत्र इ० कालेज, लढवारा
22. जवाहर लाल नेहरू इ० का० उल्दन
23. लक्ष्मणदास दमेले इ० का० मऊरानीपुर
24. श्री महावीर जैन उ० मा० विद्यालय, रानीपुर
25. रघुनाथदास बु० वि० म० इ० का०, मऊरानीपुर
26. न० पा० कन्या इ० कालेज, मऊरानीपुर
27. आदर्श इ० कालेज, मोंठ
28. भागीरथ भारद्वाज इ० कालेज, पूछ
29. गांधी ग्रामोद्योग इ० कालेज, भरोसा
30. उच्चतर माध्यमिक विद्यालय, करगुंवा
31. के० सी० पी० इ० का० मोंठ
32. महन्त रामेश्वरदास उ० मा० विद्यालय, अमरगढ़
33. राधाचरण सिंह उ० म० वि०, समथर
34. राष्ट्रकवि मैथिलीशरण गुप्त उ० मा० वि० चिरगांव
35. सरदार पटेल इ० का० चिरगांव
36. सुभाष इण्टर कालेज, पूछ
37. नगरपालिका क० उ० मा० वि०, समथर
38. राजमाता क० दु० कन्या इ० कालेज चिरगांव
39. बिपिन बिहारी इण्टर कालेज, झाँसी
40. क्रिश्चियन इण्टर कालेज, झाँसी
41. डी० ए० वी० हा० से० स्कूल, झाँसी
42. श्री गुरुनानक खालसा इ० का०, झाँसी
43. हा० सि० नेशनल इ० का०, झाँसी
44. बड़ागांव इ० का०, बड़ागांव
45. लालबहादुर शास्त्री इ० कालेज, बबीना
46. लक्ष्मी व्यायाम मन्दिर इ० का०, झाँसी

47. महर्षि वाल्मीकि उ० मा० विद्यालय
48. पं० रामसहाय शर्मा इ० कालेज, बरूआसागर
49. राजर्षि पु० दास टण्डन हा० से०, झाँसी
50. सेन्ट ज्यूड्स हा० से० स्कूल, झाँसी
51. सरस्वती इ० कालेज, झाँसी
52. एस० पी० आई० इण्टर कालेज, झाँसी
53. शिक्षक हा० से० स्कूल, झाँसी
54. श्री कृष्ण आदर्श इ० का०, बड़ागांव
55. आर्य कन्या इण्टर कालेज, झाँसी
56. डा० राजेन्द्र प्रसाद कन्या इण्टर कालेज, झाँसी
57. कस्तूरबा कन्या इण्टर कालेज, झाँसी
58. लोकमान्य तिलक कन्या इण्टर कालेज, झाँसी
59. पं० कृष्णचन्द्र शर्मा कन्या इण्टर कालेज, झाँसी
60. सनातन धर्म कन्या इण्टर कालेज, झाँसी
61. एच० एम० मेमो० कन्या इ० कालेज, झाँसी
62. वीरांगना झलकारी इण्टर कालेज, झाँसी
63. विलेज इण्टर कालेज राजगढ़, झाँसी
64. ज्ञानस्थली पब्लिक इण्टर कालेज, झाँसी
65. सन्त मेरी इण्टर कालेज, सीपरी, झाँसी
66. सर० वि० म० इ० कालेज, उन्नाव रोड, झाँसी
67. निर्मला कान्वेन्ट उ० मा० विद्यालय, झाँसी
68. डा० वी० आर० अम्बेडकर साइंस इ० कालेज, झाँसी
69. सरस्वती वि० म० उ० मा० वि० दीनदयालनगर, झाँसी
70. आर० के० कान्वेन्ट हाईस्कूल, झाँसी
71. सन्नी कान्वेन्ट हाईस्कूल, झाँसी
72. गुरुकुल उ० मा० विद्यालय, गुमनावारा, झाँसी

73. जिलापरिषद इण्टर कालेज, भेल
74. दयाल पब्लिक हाईस्कूल, भेल
75. सेन्ट मेरी इ० कालेज, मऊरानीपुर
76. दीपक मेमो० कन्या उ० मा० वि०, मऊरानीपुर
77. छक्कीलाल गेंडा उ० मा० वि०, टोड़ीफतेहपुर
78. कल्याणबाल वि० म० उ० मा० वि०, गुरसरांय
79. कन्या इन्टर कालेज, मोंठ
80. सर० वि० म० इण्टर कालेज, चिरगांव
81. उ० प्र० राज्यविद्युत परि० इ० कालेज, पारीक्षा
82. कुलदीप इ० का०, बाहर लक्ष्मीगेट, झाँसी
83. वि० वि० उ० मा० वि०, पृथ्वीपुर
84. देवानंद उ० मा० वि०, भडरा
85. उ० मा० वि० पंडवाहा
86. उ० मा० वि० सिजारी बुजुर्ग
87. भगवती स्वरूपानन्द उ० मा० वि०, ककरबई
88. गौराबाईकला इ० का०, मोंठ
89. जय बजरंग उ० मा० वि० सकरार
90. कल्याण बाल वि० म०, गुरसरांय
91. युग निर्माण उ० मा० वि०, खिल्ली
92. शिव उ० मा० वि०, वम्हौरी
93. पदमजा उ० मा० वि०, पांडौरी
94. बैनी बृन्दावन उ० मा० वि०, बरूआसागर
95. सरस्वती वि० म० उ० मा० वि०, बरूआसागर
96. पं० दीनदयाल उपाध्याय विद्यापीठ इ० का०, झाँसी
97. सरस्वती वि० म० उ० मा० वि०, समथर
98. सरस्वती वि० म० इ० मी० वि०, मऊरानीपुर

99. सरस्वती वि० म० क० इ० कालेज, सदर, झाँसी
100. भगवती ज्ञान मंदिर उ० मा० वि०, झाँसी
101. रघुनाथ सहाय जैन सरस्वती वि० म० जैन धर्मशाला के पीछे, झाँसी
102. राधाकृष्णन इ० का० दीनदयालनगर, झाँसी
103. महाराजा अग्रसेन सरस्वती वि० म० इ० कालेज, झाँसी

RAW SCORE SHEET

S. No	SEX	EMOTIONAL INTELLIGENCE	JOB SATISFACTION					TEACHER EFFECTIVENESS						
			Attitude towards Profession	Attitude towards working condition	Attitude towards authority	Attitude towards Institution	TOTAL	Academic	Professional	Social	Emotional	Moral	Personality	TOTAL
1	FEMALE	144	4	8	6	1	19	36	54	49	24	38	41	242
2	FEMALE	133	4	6	3	4	17	60	41	29	40	47	40	257
3	FEMALE	131	4	3	2	1	10	65	55	23	27	30	46	246
4	FEMALE	121	2	4	2	7	15	35	52	40	27	40	28	222
5	FEMALE	121	3	2	6	3	14	58	51	55	23	24	29	240
6	FEMALE	122	3	3	5	2	13	32	54	46	19	44	17	215
7	FEMALE	123	4	5	1	3	13	38	37	34	26	48	46	229
8	FEMALE	122	4	4	2	4	14	38	55	33	29	29	48	235
9	FEMALE	123	1	6	1	1	9	39	46	26	28	47	48	234
10	FEMALE	98	2	5	2	6	15	57	36	45	25	41	38	242
11	FEMALE	110	4	6	4	1	15	37	54	22	26	39	49	227
12	FEMALE	111	3	7	1	1	12	46	16	40	28	48	28	206
13	FEMALE	112	2	8	2	2	14	25	39	39	25	34	16	178
14	FEMALE	113	5	6	1	2	14	32	35	35	40	44	20	208
15	FEMALE	113	3	4	4	2	13	36	39	24	32	25	50	206
16	FEMALE	111	1	7	2	3	13	45	13	32	27	47	29	193
17	FEMALE	111	1	4	3	5	13	55	55	32	23	23	38	226
18	FEMALE	112	1	2	5	1	9	25	16	45	26	39	54	205
19	FEMALE	113	3	1	3	1	8	35	16	28	40	40	40	203
20	FEMALE	101	1	4	6	1	12	36	59	20	27	10	52	204
21	FEMALE	102	2	5	1	2	10	37	52	35	15	23	16	178

22	FEMALE	104	1	2	1	2	6	25	39	26	39	30	46	205
23	FEMALE	95	1	6	4	4	15	57	35	23	12	28	13	168
24	FEMALE	96	1	4	4	6	15	54	57	25	18	40	18	212
25	FEMALE	110	2	8	6	2	18	29	59	36	28	23	23	198
26	FEMALE	148	1	4	4	2	11	35	41	25	36	41	46	224
27	FEMALE	146	6	3	4	3	16	40	38	26	27	47	48	226
28	FEMALE	137	5	6	4	2	17	36	52	48	26	23	41	226
29	FEMALE	139	6	4	4	2	16	25	39	48	40	25	33	210
30	FEMALE	138	3	8	5	3	19	28	36	40	35	30	45	214
31	FEMALE	126	5	5	4	2	16	53	38	39	30	23	33	216
32	FEMALE	125	3	6	3	6	18	35	55	36	27	24	46	223
33	FEMALE	126	2	4	6	2	14	56	41	38	13	33	30	211
34	FEMALE	127	1	5	3	5	14	36	36	40	31	26	46	215
35	FEMALE	124	1	1	2	5	9	65	13	18	35	23	46	200
36	FEMALE	128	2	6	4	5	17	58	55	48	39	48	41	289
37	FEMALE	116	4	8	1	1	14	36	39	34	26	29	46	210
38	FEMALE	117	3	2	1	3	9	26	58	26	12	33	30	185
39	FEMALE	116	2	1	2	1	6	34	37	35	9	28	45	188
40	FEMALE	119	4	4	3	5	16	34	32	34	28	27	49	204
41	FEMALE	115	4	8	2	2	16	56	13	40	32	30	29	200
42	FEMALE	118	2	3	4	2	11	26	54	39	25	28	29	201
43	FEMALE	117	4	1	2	3	10	29	55	25	19	30	29	187
44	FEMALE	116	5	6	3	3	17	38	46	35	29	41	21	210
45	FEMALE	118	6	1	2	3	12	35	55	38	26	29	46	229
46	FEMALE	117	2	8	3	7	20	28	54	35	19	21	37	194
47	FEMALE	106	5	7	5	2	19	23	54	28	25	28	40	198
48	FEMALE	107	2	3	1	2	8	35	38	55	12	24	37	201
49	FEMALE	109	3	6	2	3	14	34	37	49	40	23	21	204

50	FEMALE	130	2	6	1	1	10	23	54	48	25	36	26	212
51	FEMALE	141	3	4	1	1	9	58	61	23	24	28	21	215
52	FEMALE	120	1	2	5	7	15	25	55	35	40	25	50	230
53	FEMALE	131	1	1	6	3	11	35	54	32	34	21	49	225
54	FEMALE	133	2	9	1	7	19	35	38	48	26	23	48	218
55	FEMALE	122	6	2	5	7	20	37	52	23	32	23	33	200
56	FEMALE	121	5	2	2	2	11	54	41	49	26	23	48	241
57	FEMALE	122	1	3	2	7	13	42	54	32	35	25	30	218
58	FEMALE	123	1	4	4	3	12	67	55	25	27	23	33	230
59	FEMALE	125	2	4	3	6	15	39	61	39	12	25	49	225
60	FEMALE	123	3	7	2	5	17	55	61	35	23	33	30	237
61	FEMALE	121	1	6	2	7	16	54	38	48	9	32	49	230
62	FEMALE	110	1	8	1	3	13	55	54	25	28	38	48	248
63	FEMALE	111	1	1	5	3	10	26	54	34	25	26	48	213
64	FEMALE	112	1	1	1	4	7	69	13	42	28	25	56	233
65	FEMALE	113	1	9	3	1	14	39	13	39	39	29	41	200
66	FEMALE	114	2	6	2	1	11	48	32	23	26	27	30	186
67	FEMALE	115	2	2	2	5	11	59	55	47	24	32	46	263
68	FEMALE	116	2	9	1	1	13	39	55	36	32	49	25	236
69	FEMALE	111	3	1	3	2	9	29	52	35	26	24	49	215
70	FEMALE	112	4	1	2	2	9	65	55	41	27	26	52	266
71	FEMALE	101	1	7	3	1	12	35	65	23	23	19	45	210
72	FEMALE	106	3	5	2	3	13	26	52	29	29	29	48	213
73	FEMALE	92	2	7	5	5	19	28	25	29	40	28	48	198
74	FEMALE	94	2	2	3	1	8	69	39	55	29	47	19	258
75	FEMALE	120	1	2	2	6	11	28	65	39	13	32	29	206
76	FEMALE	155	2	5	5	3	15	42	65	50	39	29	37	262
77	FEMALE	156	2	4	1	6	13	46	55	29	29	28	34	221

78	FEMALE	142	5	6	4	2	17	32	52	35	40	39	40	238
79	FEMALE	141	3	1	2	6	12	57	23	46	25	29	29	209
80	FEMALE	131	5	9	6	5	25	58	52	34	38	23	34	239
81	FEMALE	131	4	6	4	2	16	57	51	35	39	25	21	228
82	FEMALE	135	5	7	6	3	21	65	55	28	39	42	21	250
83	FEMALE	134	1	1	4	5	11	46	49	55	36	28	21	235
84	FEMALE	136	2	5	5	1	13	26	43	55	18	49	40	231
85	FEMALE	132	4	5	5	6	20	35	52	35	26	34	41	223
86	FEMALE	133	1	8	4	2	15	38	39	48	33	43	48	249
87	FEMALE	123	2	6	5	3	16	26	40	24	36	30	48	204
88	FEMALE	125	2	7	3	6	18	60	23	38	19	28	48	216
89	FEMALE	122	5	6	3	5	19	46	55	34	39	28	29	231
90	FEMALE	121	2	7	2	6	17	52	39	23	38	36	12	200
91	FEMALE	128	3	6	1	2	12	25	61	23	35	47	46	237
92	FEMALE	122	4	1	1	7	13	48	32	35	39	29	37	220
93	FEMALE	124	3	4	4	1	12	36	55	47	39	33	45	255
94	FEMALE	125	5	2	3	7	17	23	59	34	40	29	40	225
95	FEMALE	123	4	4	2	2	12	56	59	28	26	21	33	223
96	FEMALE	122	4	5	4	5	18	23	39	35	40	27	34	198
97	FEMALE	111	6	2	3	3	14	28	51	36	9	28	12	164
98	FEMALE	113	2	1	4	2	9	60	55	19	39	27	46	246
99	FEMALE	114	1	4	5	2	12	23	36	22	28	26	29	164
100	FEMALE	115	4	3	1	2	10	23	54	20	25	36	49	207
101	FEMALE	141	6	6	4	4	20	54	59	51	26	28	46	264
102	FEMALE	132	6	8	5	4	23	39	51	24	29	49	46	238
103	FEMALE	135	2	2	5	1	10	29	52	29	39	25	29	203
104	FEMALE	136	5	8	5	3	21	35	55	45	24	48	50	257
105	FEMALE	138	3	5	6	3	17	24	41	25	39	41	55	225

106	FEMALE	133	4	7	2	4	17	37	37	35	36	30	30	205
107	FEMALE	134	6	2	2	6	16	46	59	26	29	29	29	218
108	FEMALE	121	2	3	4	3	12	23	37	22	13	39	15	149
109	FEMALE	123	1	8	4	6	19	28	58	29	36	23	30	204
110	FEMALE	124	6	2	3	3	14	58	54	20	39	30	21	222
111	FEMALE	125	6	4	5	6	21	35	58	26	24	27	50	220
112	FEMALE	126	2	6	3	4	15	59	42	34	15	30	29	209
113	FEMALE	127	1	3	3	1	8	34	41	42	25	25	49	216
114	FEMALE	128	4	4	5	1	14	26	33	34	39	43	45	220
115	FEMALE	123	2	2	2	6	12	27	55	19	40	25	29	195
116	FEMALE	124	2	5	4	2	13	57	52	23	40	21	48	241
117	FEMALE	125	2	5	2	6	15	38	55	25	25	26	40	209
118	FEMALE	111	4	2	4	4	14	27	36	39	8	29	15	154
119	FEMALE	112	1	3	4	7	15	35	54	40	23	23	45	220
120	FEMALE	113	3	3	4	1	11	23	54	18	40	26	45	206
121	FEMALE	114	3	2	4	4	13	46	35	25	27	25	37	195
122	FEMALE	116	3	6	4	6	19	37	61	39	15	48	19	219
123	FEMALE	102	6	2	1	1	10	42	23	35	19	31	19	169
124	FEMALE	103	2	1	5	1	9	46	35	34	39	33	41	228
125	FEMALE	94	6	6	2	3	17	65	25	45	34	23	23	215
126	FEMALE	145	2	4	1	7	14	39	32	38	26	49	45	229
127	FEMALE	131	2	2	6	6	16	54	36	35	24	28	29	206
128	FEMALE	135	4	6	2	7	19	28	54	36	40	39	46	243
129	FEMALE	136	1	2	1	7	11	34	54	49	25	47	40	249
130	FEMALE	138	3	6	3	6	18	25	38	46	39	23	48	219
131	FEMALE	137	1	8	1	1	11	29	51	40	28	33	46	227
132	FEMALE	121	5	8	6	6	25	25	46	25	15	38	19	168
133	FEMALE	123	3	2	4	5	14	55	54	18	36	28	37	228

134	FEMALE	125	5	9	2	2	18	37	54	35	26	25	41	218
135	FEMALE	124	3	6	5	3	17	54	51	46	36	23	33	243
136	FEMALE	126	3	4	4	2	13	30	46	26	33	21	47	203
137	FEMALE	125	6	5	5	5	21	42	55	24	28	24	46	219
138	FEMALE	128	1	3	1	4	9	35	59	25	39	33	21	212
139	FEMALE	127	6	7	6	5	24	38	38	40	26	39	48	229
140	FEMALE	123	4	5	5	3	17	26	55	40	16	29	34	200
141	FEMALE	124	4	3	5	6	18	54	36	20	19	25	30	184
142	FEMALE	125	3	6	4	2	15	46	52	28	27	41	45	239
143	FEMALE	126	2	5	4	6	17	26	40	46	36	10	34	192
144	FEMALE	117	1	8	1	4	14	27	55	35	18	23	34	192
145	FEMALE	112	4	1	5	1	11	58	54	35	25	31	48	251
146	FEMALE	113	3	4	4	1	12	35	54	40	36	25	21	211
147	FEMALE	114	2	8	1	2	13	25	39	46	12	24	34	180
148	FEMALE	108	2	2	1	3	8	36	39	45	19	41	34	214
149	FEMALE	106	3	3	2	1	9	66	51	19	34	27	33	230
150	FEMALE	132	1	7	4	1	13	35	54	25	32	34	26	206
151	MALE	142	4	5	2	1	12	54	58	23	28	29	49	241
152	MALE	132	5	3	2	3	13	54	41	36	25	29	46	231
153	MALE	131	4	4	2	3	13	36	55	48	36	21	33	229
154	MALE	121	1	8	3	5	17	36	39	26	27	26	48	202
155	MALE	123	2	6	4	1	13	46	38	36	36	26	21	203
156	MALE	124	6	6	4	5	21	35	52	55	32	27	21	222
157	MALE	124	2	4	2	2	10	34	54	45	23	26	29	211
158	MALE	123	2	2	5	1	10	25	41	39	32	25	29	191
159	MALE	110	4	2	3	4	13	38	46	48	24	32	29	217
160	MALE	111	3	1	5	2	11	52	52	46	27	34	37	248
161	MALE	111	3	2	3	3	11	51	23	48	33	25	23	203

162	MALE	113	5	3	5	5	18	57	54	36	26	22	28	223
163	MALE	110	1	6	2	2	11	39	55	23	25	36	20	198
164	MALE	116	4	5	5	1	15	26	52	23	26	39	23	189
165	MALE	112	1	6	1	2	10	25	54	38	26	40	19	202
166	MALE	116	1	5	1	1	8	66	51	46	28	38	20	249
167	MALE	101	2	6	2	2	12	25	52	18	26	32	54	207
168	MALE	103	2	8	3	3	16	46	25	36	23	22	20	172
169	MALE	107	2	7	2	3	14	65	36	18	40	26	30	215
170	MALE	102	4	8	2	2	16	39	35	46	25	32	48	225
171	MALE	102	4	6	2	4	16	60	58	20	26	34	28	226
172	MALE	107	5	7	4	1	17	23	41	40	36	25	29	194
173	MALE	93	3	9	1	2	15	24	32	19	36	41	49	201
174	MALE	95	1	2	3	1	7	35	59	49	40	26	52	261
175	MALE	84	2	4	3	1	10	26	57	26	30	38	52	229
176	MALE	151	4	3	3	1	11	38	42	40	25	40	30	215
177	MALE	141	3	2	2	6	13	69	37	54	36	28	30	254
178	MALE	142	5	3	5	6	19	52	55	32	27	27	48	241
179	MALE	131	4	2	3	2	11	29	54	40	36	36	30	225
180	MALE	133	3	6	5	3	17	60	36	28	39	48	45	256
181	MALE	132	2	4	2	5	13	52	38	39	26	27	49	231
182	MALE	121	5	6	6	7	24	29	38	25	22	25	37	176
183	MALE	122	3	1	4	6	14	32	55	22	19	34	23	185
184	MALE	123	4	7	5	3	19	53	42	38	18	24	46	221
185	MALE	88	1	9	2	4	16	34	54	35	35	25	28	211
186	MALE	123	6	8	6	7	27	56	46	34	24	25	49	234
187	MALE	121	1	2	1	2	6	28	41	35	29	24	23	180
188	MALE	122	1	3	2	2	8	36	61	48	23	49	52	269
189	MALE	118	2	3	2	3	10	25	52	36	24	25	21	181

190	MALE	117	1	5	1	3	10	55	23	38	19	47	48	230
191	MALE	113	2	2	2	5	11	54	52	39	29	20	29	223
192	MALE	98	4	2	4	1	11	52	54	46	24	41	17	234
193	MALE	96	2	4	4	3	13	54	58	22	19	29	19	201
194	MALE	113	3	5	3	1	12	54	23	38	28	40	27	210
195	MALE	114	5	3	6	2	16	38	54	55	19	24	25	215
196	MALE	116	3	1	3	4	11	65	36	20	27	34	50	232
197	MALE	111	4	4	3	2	13	42	25	18	29	26	29	169
198	MALE	103	2	3	2	3	10	48	32	39	32	20	50	221
199	MALE	102	6	4	6	5	21	23	57	23	28	39	29	199
200	MALE	101	3	5	2	4	14	32	25	47	28	26	56	214
201	MALE	94	3	5	1	1	10	25	35	40	25	48	15	188
202	MALE	141	2	2	3	5	12	65	46	47	39	29	29	255
203	MALE	131	5	5	4	1	15	28	55	47	38	25	29	222
204	MALE	131	2	4	3	5	14	24	52	20	24	28	37	185
205	MALE	132	3	3	5	5	16	23	39	38	28	26	48	202
206	MALE	121	1	2	1	3	7	24	42	24	18	25	29	162
207	MALE	122	4	5	2	4	15	35	23	18	12	48	30	166
208	MALE	121	5	4	4	5	18	25	46	28	24	28	55	206
209	MALE	122	1	7	2	6	16	39	59	47	19	47	13	224
210	MALE	123	6	8	5	6	25	59	13	26	25	28	48	199
211	MALE	124	2	3	2	4	11	36	55	49	12	25	46	223
212	MALE	111	1	4	1	7	13	21	32	47	18	29	55	202
213	MALE	112	3	7	3	3	16	26	54	26	15	41	23	185
214	MALE	113	4	2	1	1	8	52	25	34	13	33	13	170
215	MALE	114	3	4	3	7	17	37	52	32	18	25	19	183
216	MALE	111	1	3	6	5	15	23	36	20	24	28	51	182
217	MALE	113	3	4	4	1	12	23	32	26	15	30	16	142

218	MALE	112	1	6	4	2	13	35	52	20	19	16	52	194
219	MALE	111	4	4	4	4	16	33	35	23	25	32	52	200
220	MALE	112	5	4	2	2	13	34	23	51	23	15	60	206
221	MALE	102	6	2	4	6	18	35	54	32	8	25	27	181
222	MALE	103	1	1	4	4	10	23	36	38	35	40	40	212
223	MALE	93	5	5	2	3	15	25	36	18	23	49	12	163
224	MALE	92	4	2	2	2	10	36	52	24	39	26	29	206
225	MALE	81	4	5	1	2	12	26	25	35	9	41	37	173
226	MALE	154	3	9	1	1	14	37	46	24	26	48	29	210
227	MALE	141	3	5	3	2	13	35	55	54	39	25	34	242
228	MALE	145	3	3	4	5	15	35	55	46	25	34	46	241
229	MALE	131	1	6	2	2	11	25	54	23	25	29	34	190
230	MALE	132	1	6	5	2	14	25	13	34	27	25	20	144
231	MALE	135	2	7	6	4	19	25	58	36	23	28	46	216
232	MALE	136	2	4	1	6	13	27	55	40	36	38	49	245
233	MALE	134	1	5	2	3	11	42	46	36	32	33	29	218
234	MALE	121	2	6	2	2	12	25	13	29	25	29	51	172
235	MALE	122	6	7	4	6	23	60	58	20	13	23	19	193
236	MALE	123	4	6	3	6	19	23	55	25	26	29	20	178
237	MALE	123	2	6	4	2	14	26	54	35	28	27	50	220
238	MALE	124	2	8	3	1	14	29	32	48	19	39	49	216
239	MALE	125	5	4	3	5	17	52	41	23	18	28	29	191
240	MALE	126	4	5	3	5	17	48	54	29	23	34	21	209
241	MALE	121	2	6	2	3	13	69	55	19	26	27	52	248
242	MALE	123	6	6	4	1	17	66	52	24	27	26	40	235
243	MALE	124	2	6	3	5	16	28	39	23	36	38	48	212
244	MALE	127	3	6	4	2	15	66	55	35	23	25	21	225
245	MALE	126	3	7	5	3	18	23	55	19	25	49	25	196

246	MALE	124	2	8	5	2	17	46	38	22	15	34	20	175
247	MALE	112	1	2	2	5	10	36	25	52	12	18	13	156
248	MALE	114	1	2	4	6	13	42	23	49	24	28	48	214
249	MALE	105	2	5	1	1	9	53	16	25	40	21	45	200
250	MALE	92	4	5	5	1	15	29	23	28	39	29	38	186
251	MALE	142	2	7	4	3	16	23	54	34	39	26	46	222
252	MALE	131	2	4	6	5	17	25	55	46	26	23	21	196
253	MALE	134	3	5	2	1	11	46	55	39	33	23	37	233
254	MALE	135	3	1	3	4	11	53	55	35	32	29	49	253
255	MALE	132	1	7	1	4	13	32	55	26	23	39	50	225
256	MALE	121	6	9	2	4	21	65	54	18	28	26	26	217
257	MALE	123	2	4	3	1	10	65	51	28	12	25	41	222
258	MALE	124	6	6	4	1	17	64	41	25	19	49	50	248
259	MALE	125	4	8	1	4	17	23	38	32	24	29	37	183
260	MALE	126	3	2	4	6	15	46	32	35	26	48	19	206
261	MALE	127	4	1	5	3	13	65	54	24	26	28	34	231
262	MALE	128	1	9	6	6	22	26	39	55	28	38	20	206
263	MALE	123	5	8	6	6	25	50	36	35	36	24	46	227
264	MALE	124	3	7	3	4	17	64	42	46	23	48	40	263
265	MALE	125	5	6	2	5	18	25	39	34	25	27	34	184
266	MALE	123	1	3	5	2	11	55	41	36	18	20	45	215
267	MALE	127	6	2	6	6	20	65	52	28	29	29	21	224
268	MALE	111	2	3	3	1	9	36	39	46	26	22	26	195
269	MALE	112	1	5	4	4	14	29	32	23	19	10	19	132
270	MALE	113	2	3	5	1	11	25	36	25	19	21	19	145
271	MALE	114	4	4	2	2	12	46	25	48	25	29	33	206
272	MALE	116	2	7	2	4	15	23	41	23	23	25	40	175
273	MALE	117	5	1	4	5	15	52	59	34	23	23	33	224

274	MALE	95	4	6	3	6	19	58	65	48	13	24	60	268
275	MALE	83	5	3	3	3	14	27	35	38	15	36	55	206
276	MALE	146	1	7	5	3	16	60	39	50	28	48	21	246
277	MALE	131	3	8	2	5	18	69	13	20	28	33	29	192
278	MALE	132	4	6	4	2	16	36	54	25	25	38	40	218
279	MALE	135	4	2	1	5	12	56	54	24	35	27	34	230
280	MALE	134	2	4	6	7	19	48	61	38	34	25	34	240
281	MALE	136	2	5	4	2	13	25	32	40	19	34	48	198
282	MALE	129	1	7	4	1	13	34	58	46	40	30	48	256
283	MALE	128	4	4	4	4	16	29	37	45	27	34	50	222
284	MALE	122	2	3	2	2	9	23	55	23	15	33	18	167
285	MALE	123	2	5	6	3	16	36	38	39	24	34	49	220
286	MALE	125	5	8	5	6	24	32	37	35	26	26	21	177
287	MALE	124	3	5	3	4	15	69	46	48	32	47	41	283
288	MALE	126	6	4	4	5	19	55	39	36	30	47	48	255
289	MALE	123	1	6	2	2	11	60	39	38	25	49	25	236
290	MALE	125	6	6	4	6	22	36	46	35	28	25	29	199
291	MALE	128	4	4	2	4	14	28	46	49	40	39	40	242
292	MALE	127	1	6	4	5	16	35	51	29	28	27	29	199
293	MALE	112	4	2	2	3	11	28	36	32	18	19	18	151
294	MALE	115	1	9	1	5	16	53	16	48	19	41	21	198
295	MALE	116	2	6	6	5	19	35	38	32	25	26	41	197
296	MALE	112	4	4	1	2	11	24	35	35	24	32	17	167
297	MALE	102	5	6	3	3	17	38	54	34	13	26	13	178
298	MALE	105	4	5	4	4	17	56	13	35	36	23	21	184
299	MALE	106	2	9	2	5	18	59	55	24	23	25	25	211
300	MALE	83	3	6	1	4	14	25	58	34	19	29	51	216

TEACHER JOB-SATISFACTION QUESTIONNAIRE

Constructed & Standardised by

• PRAMOD KUMAR, D. Phil. & D. N. MUTHA, Ph. D.

कृपया इसे भरें :

नाम मधु जी आयु 40 वर्ष लिंग स्त्री
 विवाहित/अविवाहित विवाहित आय 9000/-
 योग्यता M.Sc. B.Ed. अनुभव 10 वर्ष
 संस्थाका नाम योग्यमान्य तिलक गुरु ईश्वर कालेज, इंदौर

निर्देश

इस प्रश्नावली में अध्यापन कार्य के बारे में कुछ प्रश्न दिये गये हैं। प्रत्येक प्रश्नका उत्तर "हां" या "नहीं" में देना है अगर आप किसी प्रश्नका उत्तर "हां" में देते हैं तो आपको "हां" पर गोला बनाना है। इसी प्रकार अगर आप किसी प्रश्नका उत्तर "नहीं" में देते हैं तो आपको "नहीं" पर गोला बनाना है। प्रत्येक प्रश्नका उत्तर आपके अपनी सहमति के अनुसार ही देना है। अतः आप प्रत्येक प्रश्नको ध्यानसे पढ़कर उसका उत्तर स्पष्टतासे दें। आपके उत्तर पूर्ण रूप से गोपनीय रखे जायेंगे।

प्राप्तांक

21

• Professor of Psychology
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 Gujarat State

TEACHER JOB-SATISFACTION QUESTIONNAIRE

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• PRAMOD KUMAR, D. Phil. & D. N. MUTHA, Ph. D.

कृपया इसे भरें :

नाम मधु गार् आयु 40 वर्ष लिंग हत्ती
 विवाहित/अविवाहित विवाहित आय 9000/-
 योग्यता M.Sc. B.Ed. अनुभव 10 वर्ष
 संस्थाका नाम वैद्यमान्य तिलक गवर्त इंटर कॉलेज, जौली

निर्देश

इस प्रश्नावली में अध्यापन कार्य के बारे में कुछ प्रश्न दिये गये हैं। प्रत्येक प्रश्नका उत्तर "हाँ" या "नहीं" में देना है अगर आप किसी प्रश्नका उत्तर "हाँ" में देते हैं तो आपको "हाँ" पर गोला बनाना है। इसी प्रकार अगर आप किसी प्रश्नका उत्तर "नहीं" में देते हैं तो आपको "नहीं" पर गोला बनाना है। प्रत्येक प्रश्नका उत्तर आपको अपनी सहमति के अनुसार ही देना है। अतः आप प्रत्येक प्रश्नको ध्यानसे पढ़कर उसका उत्तर स्पष्टतासे दें। आपके उत्तर पूर्ण रूप से गोपनीय रखे जायेंगे।

प्राप्तांक

21

• Professor of Psychology
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 Vallabh Vidyanagar- 388120.
 Gujarat State

1. क्या आप अनुभव करते हैं कि आप स्वभाव से अध्यापन के उपयुक्त हैं? हां नहीं
2. क्या आप अध्यापन में आनन्द का अनुभव करते हैं? हां नहीं
3. क्या आप अपने व्यवसाय पर गर्व अनुभव करते हैं? हां नहीं
4. क्या आप अनुभव करते हैं कि अध्यापन एक आदर्श व्यवसाय है? हां नहीं
5. क्या आप अध्यापन जैसा व्यवसाय पाकर अपने आपको भाग्यशाली अनुभव करते हैं? हां नहीं
6. अगर आपको अवसर मिले तो आप इसी बेतन पर अन्य किसी व्यवसाय में जाना पसन्द करेंगे? हां नहीं
7. क्या आप अनुभव करते हैं कि आपको सस्थासे अच्छे कार्यका प्रतिकूल (reward) मिलता है? हां नहीं
8. क्या आप अनुभव करते हैं कि आपको कार्य के अनुरूप उचित बेतन मिलता है? हां नहीं
9. क्या आप अपने कृत्य (Joh) में मिलने वाले पदोन्नति के अवसरों से सन्तुष्ट हैं? हां नहीं
10. क्या आप अपने व्यवसायमें 'भ्राय' बढ़ाने के अवसरों से सन्तुष्ट हैं? हां नहीं
11. क्या आप निश्चित हैं कि उपयुक्त समय पर आपको पदोन्नति हो जायेगी? हां नहीं
12. क्या आप इस से सहमत हैं कि आपकी संस्था में पदोन्नति योग्यता के आधार पर ही मिलती है? हां नहीं
13. क्या आप अनुभव करते हैं कि आपका व्यवसाय पूर्ण रूपसे सुरक्षित है? हां नहीं
14. क्या आप वर्तमान सेवा सम्बन्धी नियमों से सन्तुष्ट हैं? हां नहीं
15. क्या आप अनुभव करते हैं कि आपकी संस्था शिक्षकोन्मुख (Teacher-oriented) है? हां नहीं
16. क्या आप यह अनुभव करते हैं कि संस्थाके कार्यों से आपको सलाह/सुझाव देने के लिए उपयुक्त अवसर प्रदान किए जाते हैं? हां नहीं
17. क्या आप संस्थाकी योजनाओं तथा नीतियों के बारे में असहमति प्रकट करने के लिए स्वतंत्र हैं? हां नहीं
18. क्या आप अपनी संस्था की सामान्य कार्य स्थिति से सन्तुष्ट हैं? हां नहीं
19. क्या आप अपनी संस्था द्वारा अपनी शैक्षणिक/व्यवसायिक योग्यता बढ़ाने हेतु दिये जाने वाले अवसरों से सन्तुष्ट हैं? हां नहीं
20. क्या आप अनुभव करते हैं कि आपकी संस्था अध्यापन के लिए एक उत्तम स्थान है? हां नहीं
21. क्या आप अपनी संस्था पर गर्व करते हैं? हां नहीं
22. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान एक निष्पक्ष व्यक्ति है? हां नहीं
23. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान अपने पदके योग्य है? हां नहीं
24. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान आपको भलाई में रुचि लेता है? हां नहीं
25. क्या आप अनुभव करते हैं कि जब भी आप कोई अच्छा कार्य करते हैं तो आपका संस्था-प्रधान उसकी प्रशंसा करता है? हां नहीं
26. क्या आप अपने संस्था-प्रधान के संस्था संचालन के तरीकों से सन्तुष्ट हैं? हां नहीं
27. क्या आप अपने संस्था-प्रधान से अधिकारी के रूप में सन्तुष्ट हैं? हां नहीं
28. क्या आप अपनी संस्था के द्वारा अध्यापकों की कठिनाइयों के निवारण के तरीकों से सन्तुष्ट हैं? हां नहीं
29. क्या आप स्वयं को अपनी संस्था द्वारा शोषित किया जाता अनुभव करते हैं? हां नहीं

TEACHER EFFECTIVENESS SCALE

*DR. PRAMOD KUMAR & DR. D. N. MUTHA

निर्देश :-

इस प्रश्नावली में अध्यापक तथा अध्यापन के विभिन्न कार्यों व / गुणों का विवरण दिया गया है। प्रत्येक गुण व कार्य को एक या अधिक कथनों में प्रदर्शित किया गया है। आपको अपने को अध्यापक के रूप में / अपने सहयोगी अध्यापक को अध्यापक के रूप में / अपने अध्यापक को अध्यापक के रूप में हर कथन पर पाँच में से केवल एक वर्ग पर मूल्यांकन करना है। कथन के जिस वर्ग पर आप अपना/अपने सहयोगी अध्यापक का/अपने अध्यापक का मूल्यांकन करें, उस पर सही (✓) का निशान लगा दें। आपके मूल्यांकन का उपयोग केवल अनुसन्धान के लिए ही किया जायेगा तथा इसे पूर्ण रूप से गोपनीय रखा जायेगा। अतः आप प्रत्येक कथन को ध्यानपूर्वक पढ़कर ही स्वयं का / अपने सहयोगी अध्यापक का/अपने अध्यापक का स्पष्टता से मूल्यांकन करें। धन्यवाद !

उदाहरण—अध्यापक A का मूल्यांकन निम्न कथनों पर करना है :-

क्र० सं०	कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
1.	छात्र के साथ व्यवहार में निष्पक्ष है।	✓				
2.	शाला का हर कार्य नियत समय पर समाप्त करता है।			✓		

कथन 1 पर सम्बन्धित अध्यापक का मूल्यांकन "पूर्णतया सहमत" पर किया गया है अतः वर्ग (1) के नीचे सही (✓) का चिह्न लगाया गया है। इसी प्रकार कथन (2) पर सम्बन्धित अध्यापक का मूल्यांकन "अनिश्चित" पर किया गया है अतः वर्ग (3) पर सही (✓) का निशान लगाया गया है।

इन्हें भरिये :-

Name of Institution..... Lok Kanyas Tilak Girls' Senior College, Dhule

Type of Institution (1) Boys / Girls (2) Government / Private

Name of Teacher..... Manju Garole Age..... 40 years. Sex : Male/Female

Marital Status : Married/Unmarried..... Married..... Caste..... Maharashtra

Qualification : M. A. / M. Sc. / M. Com. / B. Ed. / M. Ed. / Any other

Teaching experience..... 10..... years.

प्राप्तांक तालिका :-

पृष्ठ.	1	2	3	योग
प्राप्तांक	90	81	96	267

* Professor of Psychology, Sardar Patel University, Vallabh Vidyanagar - 388 120, Gujarat.

TEACHER EFFECTIVENESS SCALE

*DR. PRAMOD KUMAR & DR. D. N. MUTHA

निर्देश :-

इस प्रश्नावली में अध्यापक तथा अध्यापन के विभिन्न कार्यों व / गुणों का विवरण दिया गया है। प्रत्येक गुण व कार्य को एक या अधिक कथनों में प्रदर्शित किया गया है। आपको अपने को अध्यापक के रूप में / अपने सहयोगी अध्यापक को अध्यापक के रूप में / अपने अध्यापक को अध्यापक के रूप में हर कथन पर पाँच में से केवल एक वर्ग पर मूल्यांकन करना है। कथन के जिस वर्ग पर आप अपना/अपने सहयोगी अध्यापक का/अपने अध्यापक का मूल्यांकन करें, उस पर सही (✓) का निशान लगा दें। आपके मूल्यांकन का उपयोग केवल अनुसन्धान के लिए ही किया जायेगा तथा इसे पूर्ण रूप से गोपनीय रखा जायेगा। अतः आप प्रत्येक कथन को ध्यानपूर्वक पढ़कर ही स्वयं का / अपने सहयोगी अध्यापक का/अपने अध्यापक का स्पष्टता से मूल्यांकन करें। धन्यवाद !

उदाहरण—अध्यापक A का मूल्यांकन निम्न कथनों पर करना है :-

क्र० सं०	कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
1.	छात्र के साथ व्यवहार में निष्पक्ष है।	✓				
2.	शाला का हर कार्य नियत समय पर समाप्त करता है।			✓		

कथन 1 पर सम्बन्धित अध्यापक का मूल्यांकन "पूर्णतया सहमत" पर किया गया है अतः वर्ग (1) के नीचे सही (✓) का चिह्न लगाया गया है। इसी प्रकार कथन (2) पर सम्बन्धित अध्यापक का मूल्यांकन "अनिश्चित" पर किया गया है अतः वर्ग (3) पर सही (✓) का निशान लगाया गया है।

इन्हें भरिये :-

Name of Institution.....Lokikanya Tilak Girls 2nd College, Durg

Type of Institution (1) Boys / Girls ✓ (2) Government / Private

Name of Teacher.....Mangju Parole.....Age.....40.....years. Sex : Male/Female ✓

Marital Status : Married/Unmarried.....Married.....Caste.....Maharashtrian

Qualification : M. A. / M. Sc. / M. Com. / B. Ed. / M. Ed. / Any other ✓

Teaching experience.....10.....years.

प्राप्तांक तालिका :-

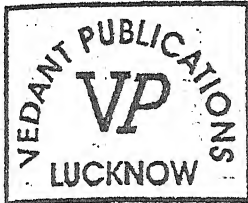
पृष्ठ.	1	2	3	योग
प्राप्तांक	90	81	96	267

*Professor of Psychology, Sardar Patel University, Vallabh Vidyanagar - 388 120, Gujarat.

कथन	पूर्णतया सहमत	सहमत	निश्चित	असहमत	पूर्णतया असहमत
1. जिस विषय को पढ़ाता हूँ / है उस पर पूर्ण अधिकार है।		✓			
2. अपने ज्ञान का विकास करने के लिए सदैव प्रयत्नशील रहता हूँ / है।	✓				
3. अपने पाठ्य-विषय के अतिरिक्त अन्य उपयोगी विषयों, जैसे— तत्कालीन घटनाओं का ज्ञान, सामान्य ज्ञान आदि का ज्ञान देने की क्षमता रखता हूँ / है।			✓		
4. छात्रों को उनकी समस्याओं का हल ढूँढ़ने के लिए आवश्यकतानुसार परामर्श देता हूँ / है।		✓			
5. छात्रों को उपयुक्त उत्प्रेरण (motivation) के योग्य अवसर प्रदान करता हूँ / है।		✓			
6. वांछनीय लक्ष्यों की प्राप्ति के लिए कक्षा में पुरस्कार का अधिकतर तथा दण्ड का न्यूनतम प्रयोग करता हूँ / है।		✓			
7. समस्त छात्रों के प्रति एक-सा व्यवहार करता हूँ / है।		✓			
8. अपना समय व श्रम छात्रों के लिए स्वेच्छा से देने को सदैव तैयार रहता हूँ / है।	✓				
9. छात्रों को यथा सम्भव शारीरिक दण्ड नहीं देता हूँ / है।		✓			
10. छात्रों के साथ शिष्ट भाषा का प्रयोग करता हूँ / है।		✓			
11. छात्रों के साथ समानता का व्यवहार करता हूँ / है।		✓			
12. छात्रों के विचारों व प्रस्तावों का सम्मान करता हूँ / है।		✓			
13. छात्रों को अकारण ही कक्षा के बाहर किसी कार्य के लिए नहीं बुलाता हूँ / है।		✓			
14. छात्रों द्वारा बताई गई अपनी त्रुटियों को सहर्ष स्वीकार करता हूँ / है।		✓			
15. संस्था प्रधान का वरिष्ठतम सदस्य के अनुरूप सम्मान करता हूँ / है।	✓				
16. छात्रों के वेतुके प्रश्नों को भी धैर्य से सुनकर उनका समाधान करता हूँ / है।		✓			
17. विद्यालय के दैनिक कार्यों में वांछित सहयोग देता हूँ / है।		✓			
18. भरपूर आत्म-विश्वास (confidence) है।		✓			
19. विद्यालय की गतिविधियों के सम्बन्ध में अपनी निष्पक्ष राय देता हूँ / है।		✓			
20. संस्था के हित के विरुद्ध कोई भी कार्य नहीं करता हूँ / है।		✓			
21. अपने मतभेदों का निवारण विचार-विनिमय द्वारा करता हूँ / है।		✓			
22. अपने साथी अध्यापकों की पीठ पीछे निन्दा नहीं करता हूँ / है।		✓			
प्राप्तांक	15	72	3		

कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
23. साथी अध्यापक के साथ मित्रता व भ्रातृत्व का सम्बन्ध रखता हूँ/हैं।		✓			
24. अपने साथी अध्यापक से ज्ञान ग्रहण करने में संकोच नहीं करता हूँ/हैं।		✓			
25. अपने साथी अध्यापकों का मार्गदर्शन करने के लिए सदैव तैयार रहता हूँ / है।	✓				
26. जाति, सामाजिक-स्तर व आर्थिक स्थिति आदि का बिना भेदभाव किए समस्त अभिभावकों के साथ सम्मानजनक व्यवहार करता हूँ/हैं।		✓			
27. छात्रों की समस्याओं के समाधान अथवा उनके सद्विकास के लिए अभिभावकों को यथावसर सहयोग देता हूँ / है।			✓		
28. छात्रों के सर्वांगीण विकास में अभिभावकों का सहयोग प्राप्त करता हूँ / है।				✓	
29. विद्यालय में संचालित सह-शैक्षणिक क्रियाओं (co-curricular) में रुचि लेता हूँ / है।		✓			
30. छात्रों की रुचि व क्षमता के अनुसार उन्हें सह-शैक्षणिक क्रियाओं (co-curricular) में भाग लेने के लिए तैयार करता हूँ / है।		✓			
31. सह-शैक्षणिक क्रियाओं (co-curricular) का सुसंचालन करता हूँ / है।		✓			
32. दैनिक-पाठ योजना नियमित रूप से तैयार करता हूँ / है।			✓		
33. पाठ के शिक्षण उद्देश्यों से पूर्णतया परिचित हूँ / है।			✓		
34. उपयुक्त सहायक सामग्री का पहले चयन या निर्माण करता हूँ / है।		✓			
35. सृजनशील (creative) हूँ / है।		✓		✓	
36. उत्तरदायी (responsible) हूँ / है।			✓		
37. अन्तःदृष्टि (insight) है।			✓		
38. कल्पनाशील (imaginative) हूँ / है।		✓			
39. समायोजन क्षमता (adjustment capacity) है।		✓			
40. छात्रों की क्षमता के अनुसार अभ्यास कार्य (गृह-कक्षा) तैयार करता हूँ / है।		✓			
41. कक्षा में उपयुक्त शिक्षण विधि का उपयोग करता हूँ / है।		✓			
42. विषय-सामग्री स्पष्ट रूप से प्रस्तुत करता हूँ / है।		✓			
43. अभिव्यक्ति (expression) प्रभावशाली है।		✓			
44. पाठ में छात्रों की रुचि का विकास करता हूँ / है।		✓			
प्राप्तांक	5	56	18	2	

कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
45. श्याम-पट्ट (black-board) का उपयोग करता हूँ / है।	✓	✓			
46. प्रत्येक छात्र पर व्यक्तिगत ध्यान देता हूँ / है।		✓			
47. सहायक सामग्री (material aid) का अधिकाधिक उपयोग करता हूँ / है।			✓		
48. कक्षा अभ्यास कार्य की उपयुक्त परीवीक्षण (supervision) करता हूँ / है।			✓		
49. लिखित कार्य की समय-पर उपयुक्त जाँच करता हूँ / है।		✓			
50. यथावश्यक उपचारात्मक (remedial) विधियों का प्रयोग करता हूँ / है।		✓			
51. पाठ की समाप्ति पर पाठ की समीक्षा (review) करता हूँ / है।		✓			
52. कक्षा की स्वच्छता की ओर ध्यान देता हूँ / है।		✓			
53. भावात्मक स्थिरता (emotional stability) वाला हूँ / है।			✓		
54. कक्षा का भयमुक्त नियन्त्रण करता हूँ / है।		✓			
55. शिक्षा मनोविज्ञान का पूर्ण ज्ञान है।		✓			
56. शिक्षा मनोविज्ञान का उपयोग छात्रों की व्यक्तिगत भिन्नता के आधार पर करता हूँ / है।		✓			
57. शिक्षा की नवीनतम प्राविधियों (devices) का ज्ञान प्राप्त कर उनका उपयोग करने के लिए प्रयत्नशील रहता हूँ / है।		✓			
58. कक्षा व्यवस्था में अधिकाधिक छात्रों का सहयोग लेता हूँ / है।	✓				
59. विद्यालय में स्फूर्तिमय (smart), क्रियाशील (active) और प्रसन्नचित्त रहता हूँ / है।	✓				
60. कक्षा में सम्मानित वेशभूषा में रहता हूँ / है।	✓				
61. नियमित एवं समय का पाबन्द हूँ / है।		✓			
62. कक्षा में धूम्रपान/चायपान नहीं करता हूँ/है तथा पान आदि खाकर नहीं आता हूँ / है।		✓			
63. सहयोग की भावना है।		✓			
64. व्यवसाय के प्रति रुचि है।			✓		
65. व्यवसाय में निष्ठा (dedication) है।		✓			
66. विनोदी (humorous) हूँ / है।		✓			
67. मिशनरी उत्साह (missionary zeal) है।		✓			
68. छात्रों में नियमितता की आदत पर जोर देता हूँ / है।		✓			
69. अनुशासित (disciplined) हूँ / है।		✓			
प्राप्तांक	20	64	12		



Consumable Booklet

of

E. I. S.*Arunkool Hyde* (Indore)*Sanjyot Pethe* (Ahmedabad)*Upinder Dhar* (Indore)

(Hindi Version)

कृपया निम्न सूचनाएँ भरिए :-

नाम (ऐच्छिक) मंजूरा है

आयु ५८ वर्ष लिंग स्त्री

व्यवसाय शिक्षक पद शिक्षक (प्राथमिक)

अनुभव १८ वर्ष

निर्देश

अगले पृष्ठों पर कुछ वाक्य दिये गये हैं। इन वाक्यों के सम्बन्ध में आपको अपनी राय नीचे दिये गये पाँच विकल्पों में से किसी एक विकल्प पर सही का निशान (✓) लगाकर देनी है। कोई भी उत्तर न तो सही है न ही गलत। अतः आप अपने अनुभव के अनुसार अपनी प्रतिक्रिया व्यक्त करें।

1. पूर्णतया सहमत 2. सहमत 3. अनिश्चित 4. असहमत 5. पूर्णतया असहमत

Scoring Table

Factors	A	B	C	D	E	F	G	H	I	J	Total Score
Raw Score											132

Est. : 2001



(0522) 782689

VEDANT PUBLICATIONS

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क्रमिक Factors	कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया, असहमत
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1. E स्थिति अनुकूल न होने पर भी मैं दूसरों को कार्य करने के लिए प्रोत्साहित कर सकता हूँ। ☐ ☒ ☐ ☐ ☐
2. C लोग मुझे बताते हैं कि मैं उनके लिए प्रेरणा हूँ। ☐ ☐ ☒ ☐ ☐
3. J मैं लोगों को पहल कराने हेतु सक्षम हूँ। ☐ ☒ ☐ ☐ ☐
4. C मैं भावना एवं तर्क में स्वस्थ सामंजस्य रखते हुए सही निर्णय लेने में सक्षम हूँ। ☐ ☒ ☐ ☐ ☐
5. E मैं अपने कार्य को अच्छी तरह से करने के लिए दूसरों के प्रोत्साहन पर निर्भर नहीं रहता हूँ। ☐ ☐ ☒ ☐ ☐
6. A मैं तीव्र आलोचनाओं के होते हुए भी वह कार्य कर सकता हूँ जिसमें मुझे विश्वास है। ☐ ☐ ☒ ☐ ☐
7. C मैं स्थिति का आंकलन कर व्यवहार करने में सक्षम हूँ। ☐ ☒ ☐ ☐ ☐
8. C व्यवधानों के बावजूद मैं अपने मौजूदा कार्य को एकाग्रचित्त होकर कर सकता हूँ। ☐ ☒ ☐ ☐ ☐
9. B मैं दूसरों की चिन्ताओं और परेशानियों पर ध्यान देता हूँ। ☐ ☒ ☐ ☐ ☐

क्रमांक	Factors	कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
10. B		कुछ कहने की लालसा के बगैर मैं किसी को भी सुन सकता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. E		मैं स्नेही और होनहार माना जाता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. A		मेरी अपनी प्राथमिकताएँ स्पष्ट हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. J		मैं अपने आसपास के मतभेदों को संभाल सकता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. D		किसी भी मामले में मैं अनावश्यक भावनाओं को नहीं मिलाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. B		मैं दूसरे व्यक्ति का दृष्टिकोण देखने की कोशिश करता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. F		मैं अपनी मान्यता पर अडिग रह सकता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. E		मैं किसी भी स्थिति के दीप्तमान भाग को देख सकता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. A		मैं स्वयं में विश्वास रखता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. D		मैं अच्छी व खराब दोनों स्थितियों में शांत रहने में सक्षम हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. B		दबाव की स्थिति में भी मैं एकाग्र रहने में समर्थ हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. H		मैं ईमानदारी व एकता के मानक को बनाये रखने में समर्थ हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. H		दूसरों के द्वारा किये जा रहे अनैतिक कार्यों का सामना करने में मैं सक्षम हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

क्रमांक Factors	कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
23. I	मैं वचनों को पूरा करने में सक्षम हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I	मैं अपने कार्य में संगठित और सजग हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. B	मैं माँगों को सम्भालने में समर्थ हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. D	मैं नये विचारों एवं नई सूचनाओं के प्रति निश्चिन्त एवं उदार हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
27. F	मैं आवश्यकता एवं अपेक्षा से भी अधिक उद्देश्यों को पूर्ण करता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. D	मैं बाधाओं और रुकावटों के होते हुये भी लक्ष्य की प्राप्ति हेतु दृढ़ रहता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. A	मैंने सौहार्द-स्थापन द्वारा अपने सहकर्मियों से मित्रता बनायी व निभायी है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. G	मैं अपनी भावनाओं को पहचानकर उन्हें पृथक कर सकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. C	मैं सोचता हूँ कि भावनाओं का प्रबन्धन होना चाहिए।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. F	मैं अपनी निर्बलताओं से अवगत हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. G	मेरा मानना है कि मुझे स्वविकास करना चाहिए चाहे मेरा कार्य इसकी माँग न करे।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. C	मेरा विश्वास है कि प्रसन्नता एक सकारात्मक भाव है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>